



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution		S.P.Mandali's Tilak College of Education, Pune
• Name of the Head of the institution	Dr.Radhika Narendra Inamdar	
• Designation	Principal	
• Does the institution function from its own campus?	No	
• Alternate phone No.	02029998228	
• Mobile No:	9923904022	
• Registered e-mail ID (Principal)	spmtilak1941@gmail.com	
• Alternate Email ID	tilakcollege1941@gmail.com	
• Address	1663/2 S P College Campus Sadashiv Peth	
• City/Town	Pune	
• State/UT	Maharashtra	
• Pin Code	411030	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

• Location	Urban									
• Financial Status	Grants-in aid									
• Name of the Affiliating University	Savitribai Phule Pune University									
• Name of the IQAC Co-ordinator/Director	Dr Namita Shriram Sahare									
• Phone No.	0202998228									
• Alternate phone No.(IQAC)	0202998228									
• Mobile (IQAC)	8263838388									
• IQAC e-mail address	tilakcollege1941@gmail.com									
• Alternate e-mail address (IQAC)	namita2k5@gmail.com									
3.Website address	https://tilakcollegeofeducation.edu.in/									
• Web-link of the AQAR: (Previous Academic Year)	https://tilakcollegeofeducation.edu.in/wp-content/uploads/2023/10/AQAR-2022-23.pdf									
4.Whether Academic Calendar prepared during the year?	Yes									
• if yes, whether it is uploaded in the Institutional website Web link:	https://tilakcollegeofeducation.edu.in/wp-content/uploads/2025/01/Acadamic-Calendar-2023-24-1.pdf									
5.Accreditation Details										
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to					
Cycle 1	B+	76.25	2004	08/01/2004	07/01/2009					
Cycle 2	A	3.11	2013	25/10/2013	24/10/2018					
6.Date of Establishment of IQAC	28/08/2005									
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.										

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
ICSSR	Minor Research Project	ICSSR	24/03/2022	5,46,000
8.Whether composition of IQAC as per latest NAAC guidelines			Yes	
• Upload latest notification of formation of IQAC			View File	
9.No. of IQAC meetings held during the year			5	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?			Yes	
• (Please upload, minutes of meetings and action taken report)			View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?			No	
• If yes, mention the amount				
11.Significant contributions made by IQAC during the current year (maximum five bullets)				
Prepare the year plan of the college the perspective plan is divided into academic, research, extension, infrastructure, student support, and governance				
Prepare the strategies for offline and online Teaching, Learning & Evaluation Process as per the guidelines of UGC				
Feedback – As recommended by NAAC- IQAC initiated a feedback system for the Academic year.				
Conducted Outreach activity with the help of social service department.				
Established MOUs with national Organizations.				

LR Studio equipped with advanced camera and screen is developed beside the ICT lab in the library building
Infrastructure development & completion of renovation of the library was done by June 24
Energy audit, Environment audit and green audit is done by Shri Ahchyut Mehendale , Engross agency , Pune
Registration of TCE Alumini Association under ministry of cooperate affairs government of India is done.
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Preparation of Academic Calendar 2023-2024	Academic Calendar for B.Ed is prepared by Dr. Dipak Chavan and Academic Calendar for M.ED is prepared by Dr. Chandan Shingte for the year 2023-2024 is implemented
Commencement of First year B.Ed., its inauguration & Induction program its nature, and entry level test.	First year B.Ed., it's inauguration & Induction program it's nature, and entry level test on 1 Nov. 2023
Implementation The anti-ragging guidelines by UGC	Awareness and Implementation The anti-ragging guidelines by UGC is undertaken on 3 Nov. 2023
To sign MOU with other college & university	MOU with Ganpat Parsekar College of Education, Vidya Sankul, Hiramal Goa was signed to enhance the development in the field of education in January 24 MOU with Deccan Education Society's Navalmal Firodia College, F.C. College Campus, Pune was signed to enhance the development in the field of education in February 24
Educational research & J.P. Naik lecture series	J.P. Naik lecture series through online Zoom platform is continued on 20th Day of the month & Educational research = lecture series on online Zoom Platform is continued on 5th Day of the month.
Energy audit, Environment audit and green audit.	Energy audit, Environment audit and green audit is done by Shri Ahchyut Mehendale , Engross agency , Pune
Planning of cultural festival, various competitions and prize distribution during the academic year 23-24	Cultural festival, various competitions and prize distribution during the academic year 23-24 was organized in February 24

To invite the quotation for creating LR Studio and get the sanctions from CDC	LR Studio equipped with advanced camera and screen is developed beside the ICT lab in the library building
Planning infrastructure development such as completion of renovation of the library.	Infrastructure development & completion of renovation of the library was done by June 24
Enhancing the use of Advanced technology in the library	QR coding of information of Indian and western Educationist is done & displayed to their Photo frames in the library
Prepare the strategies for offline and online Teaching, Learning & Evaluation Process as per the guidelines of UGC	The strategies for offline and online Teaching, Learning & Evaluation Process as per the guidelines of UGC are implemented
Feedback – As recommended by NAAC- IQAC initiated for the Academic year.	Feedback system for the Academic year 2023-24 was implemented.
Registration of TCE Alumini Association under ministry of cooperate affairs government of India	Registration of TCE Alumini Association under ministry of cooperate affairs government of India is done.
Developing Value-added courses	Value-added course Experiential learning, Financial Literacy in Indian local language, Cyber smart teacher (MOOC) was organised in Yr.23 – 24
Self-Study courses & Skill development Program	Self-Study course on Ancient Indian Philosophers, Innovative teaching methods & Skill development Programme On Warli painting conducted during Acad. Yr 23-24
13.Whether the AQAR was placed before statutory body?	Yes
Name of the statutory body	

Name of the statutory body	Date of meeting(s)
College Development Committee	10/10/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	15/02/2024

15.Multidisciplinary / interdisciplinary

Education faculty belongs to the interdisciplinary school in Savitribai Phule Pune University, Pune. Ph.D in Education is also belongs to interdisciplinary school. Our institute is study center for Ph.D.

16.Academic bank of credits (ABC):

Savitribai Phule Pune University letter no. Exam/2022/205 dated 15.10.2023 University Grant Commission (UGC) New Delhi has issued instructions to the Savitribai Phule Pune University for the implementation of Academic Bank Credits. It is requested to follow instructions given and make students mandatory to create ABC account. For aware about ABC facility and encourage students for opening Academic Bank account on ABC Portal. College gave notice about how to open ABC ID on ABC portal and on that notice all procedure was written and that accordingly students implemented on ABC Id. College sent students ABC id information to Savitribai Phule Pune University on 22-10-2023 . Total 84 student's ABC ID send to Savitribai Phule Pune University.

17.Skill development:

Tilak College of Education has organised skill development programmes in the year 2023-24. The Details of the Programme are as follows 1. Digital Learning Skill 2. Cyber Smart Teacher 3. Folk arts Programme(Warli Painting)

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Indian Philosophical schools are included in the syllabus of M.Ed Course 201, Philosophy of education. Page 10/88 29-08-2023 03:31:22 Annual Quality Assurance Report of S.P.MANDALI'S TILAK COLLEGE OF EDUCATION,PUNE Indian Educationists and their thoughts also included in this course.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The College has developed Course Learning Outcomes and Programme Learning Outcomes before the commencement of Academic Year. These CLO's and PLO's are communicated to all the faculty members by the Principal. The faculty members communicates the CLO's and PLO's to the student-teachers.in the beginning of academic year. The faculty members are focuses on CLO's and PLO's while developing various assessment tools, evaluation rubrics and use them in concurrent assessment. The college has facility to assessthe student-teachers with formative assessment tools, The College develops special guidance programme for the student- teachers as well as there is an arrangement of remedial teaching also.

20.Distance education/online education:

Tilak College of Education, Pune is certified study centre of Yashwantrao Chavan Maharashtra Mukta Vidyapith, Nasik. Tilak College of Education is offering both a Bachelor of Education (B.Ed.) program. These programs are important for preparing individuals to become educators and teachers, equipping them with the necessary skills and knowledge to excel in the field of education.

Eligibility Criteria: candidates should have completed their graduation in any discipline from a recognized university with a certain minimum percentage. **Duration:** The B.Ed. distance education program typically have a duration of 2 years. **Study Material:** study materials like textbooks, lecture notes, and online resources may be provided to students. These resources enable students to study at their own pace. **Contact Sessions:** distance education programs B.Ed. Have periodic contact sessions, workshops, or seminars where students are required to attend in-person or virtual sessions to clarify doubts, engage in discussions, and participate in practical activities. **Examinations and Assessments:** There are periodic assignments, quizzes, and examinations that students need to complete as part of the program evaluation.

Dissertation/Project Work: students require to complete a research project or dissertation related to education.

Extended Profile

1.Student

2.1

189

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	300
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	150
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	105
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5Number of graduating students during the year	102
File Description	Documents
Data Template	View File
2.6	90
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	9117825
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	45
Total number of computers on campus for academic purposes	

3. Teacher	
5.1	17
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	27
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
Tilak College of Education, affiliated with Savitribai Phule Pune University (SPPU), maintains a robust and systematic practice for planning, reviewing, and revising the curriculum. The Curriculum In-House Practice Committee, led by Principal Dr. R. N. Inamdar, periodically organizes meetings to assess curriculum effectiveness and align it with the institution's academic goals and societal needs. The process begins with collecting feedback from stakeholders, including faculty, students, alumni, and practicing schools, to identify gaps or emerging needs. The feedback is analyzed to integrate innovative pedagogical approaches, address local educational challenges, and ensure inclusivity. The curriculum is aligned with NEP 2020 guidelines and incorporates regional and cultural contexts, addressing issues like gender equality, environmental awareness, and digital literacy. Workshops, seminars, and expert sessions are organized to equip educators with strategies for effective implementation. The institution also emphasizes field-based learning, such as community outreach and experiential projects, to enhance the relevance of the curriculum to local contexts. These efforts ensure that the	

curriculum remains dynamic, context-sensitive, and responsive to the changing educational landscape.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all

A. All of the Above

programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://tilakcollegeofeducation.edu.in/wp-content/uploads/2024/10/1.1.3.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

29

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year**06****1.2.2.1 - Number of value-added courses offered during the year****06**

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**1098****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****1098**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

78

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

78

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The curriculum of Tilak College of Education, affiliated with

Savitribai Phule Pune University (SPPU), is meticulously designed to provide teacher trainees with opportunities to acquire and demonstrate knowledge, skills, values, and attitudes essential for professional teaching.

The program ensures a fundamental and coherent understanding of the field of teacher education by covering foundational courses, such as philosophy, psychology, and sociology of education, alongside practical pedagogy. These courses enable students to understand the core principles of teaching, learning processes, and educational challenges, preparing them to become reflective practitioners.

To develop procedural knowledge for teaching at different levels of school education, the curriculum includes level-specific pedagogical training, internships, and micro-teaching sessions. Specialization options empower students to gain proficiency in subjects of their choice, ensuring adaptability to varied classroom needs.

Students are equipped with the capability to extrapolate and apply acquired competencies through innovative teaching practices, Basics of research, and community outreach programs. Activities such as preparing lesson plans, implementing ICT tools, and conducting co-curricular sessions allow them to apply theoretical concepts in real-world contexts.

The curriculum fosters essential skills and competencies like Emotional Intelligence, Critical Thinking, and Collaboration. Interactive sessions, group discussions, and workshops on negotiation and communication skills enhance their ability to manage classrooms effectively, resolve conflicts, and work collaboratively in diverse environments in the internship period and cocurricular activities

Tilak College's commitment to excellence ensures that graduates are well-rounded educators ready to contribute meaningfully to the teaching profession.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Tilak College of Education, affiliated with Savitribai Phule Pune University (SPPU), ensures that teacher trainees are familiarized with the diverse school systems in India through a comprehensive approach integrating academic and experiential learning. The curriculum emphasizes the unique characteristics of government, private, aided, unaided, and alternative schools, enabling students to appreciate the variations in organizational structures, teaching methodologies, and resource availability across these institutions.

Through field visits and internships in practicing schools, students gain first-hand exposure to the challenges and opportunities specific to these settings. Workshops and seminars on education introduce teacher trainees to international schooling models, fostering an understanding of global best practices.

The institution incorporates discussions on policies like the National Education Policy (NEP) 2020, Right to Education (RTE), and initiatives for inclusive education, highlighting how diverse school systems address access, equity, and quality in Indian education. Case studies and collaborative projects further enable students to analyze differences in curricula, assessments, and pedagogies in Indian and international contexts, through various activities in Internship period with collaboration of teachers

This holistic approach ensures that Tilak College graduates are well-prepared to work effectively in India's varied educational landscape.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Tilak College of Education, offers a well-structured Teacher Education Programme designed to integrate various learning engagements, fostering professionally relevant understandings among teacher trainees. The curriculum combines theoretical knowledge with practical exposure, ensuring interconnectedness across diverse educational domains.

Students are engaged in interdisciplinary activities such as lesson planning, micro-teaching, and peer-teaching sessions, which bridge pedagogical theories and classroom practices. Internship programs in varied school settings provide hands-on experience, enabling them to understand real-world classroom dynamics, curriculum implementation, and student management.

Workshops on contemporary educational trends like ICT integration, inclusive education, and innovative teaching methods allow trainees to stay updated and develop a professional mindset. Reflection sessions and feedback mechanisms encourage critical analysis of their teaching practices, promoting self-improvement and adaptability.

Collaborative projects, community outreach programs, and research assignments further reinforce the interconnectedness of learning engagements. These activities help trainees consolidate their knowledge, skills, and attitudes into professional acumen, making them capable of addressing challenges in diverse educational settings.

Tilak College's emphasis on holistic development ensures that its

graduates are well-prepared, confident, and competent professionals in the field of education.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

90

2.1.1.1 - Number of students enrolled during the year

90

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

39

2.1.2.1 - Number of students enrolled from the reserved categories during the year

39

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

7

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

7

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

At Tilak College of Education, students are admitted through the CET cell's centralized admission process. The college provides personalized attention during the admission process to understand each student's needs.

To assess students' learning levels and readiness for the professional education program, entry-level content tests are conducted by course-in-charge professors for specialized subjects. Within 15 days of admission, a self-introduction program is organized by the principal, where students share details about their skills, strengths, weaknesses, hobbies, special achievements, and communication abilities. Professors evaluate oral communication skills by observing factors like voice, language, body language, confidence, logical flow, and enthusiasm.

Based on the assessment, tailored academic support is provided. Faculty members organize activities to cater to advanced and slow learners, including poster-making sessions, book exhibitions, Geography Day, Marathi Bhasha Day, Science Day, seminars, and PowerPoint presentations. These activities enhance students' knowledge and skills, ensuring their holistic development and readiness for professional education.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

6.25 each Mentor have 6 students

2.2.4.1 - Number of mentors in the Institution

13

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Tilak College of Education employs diverse student-centric learning methods to ensure effective and meaningful learning experiences. For theoretical and conceptual understanding, traditional methods are combined with modern approaches like ICT-enabled teaching, interactive projectors, and smart boards. Experiential learning is emphasized through internships, institutional visits, and workshops, allowing students to apply theoretical knowledge to real-life contexts. Problem-solving methodologies and focused group discussions promote critical thinking and collaborative learning. Participative learning through seminars, brainstorming sessions, and online learning platforms encourages active engagement.

The rationale behind these modes is to cater to varied learning styles, enhance student involvement, and ensure holistic development. For instance, experiential learning bridges the gap between theory and practice, while problem-solving techniques nurture analytical skills essential for professional challenges. Workshops and seminars expose students to diverse perspectives, and ICT tools support self-paced and interactive learning. These modes collectively enrich the academic environment, equipping students with skills relevant to their future roles.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

17

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classplusapp.com/diy/
Any other relevant information	View File

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

193

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://tilakcollegeofeducation.edu.in/learning-resources-2/
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students
Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Tilak College of Education implements a comprehensive mentoring system aimed at fostering holistic development in students. Each mentor is assigned approximately eight students, ensuring personalized guidance. Mentors assist mentees in academics, extracurricular activities, and career planning while addressing

personal or psycho-social challenges. The institution's mentoring approach promotes inclusivity by addressing student diversity through tailored guidance that respects individual needs and backgrounds.

There is Systematic Student Mentoring System followed by the institution. 17 guidance and counselling Cell Groups are formed (13 for B.Ed. and 4 for M.Ed.) and approximately 8 students are assigned to a faculty member at the commencement of the program. Mentors meet their students and guide them with their studies and extracurricular activities. They also provide advice relating to career guidance and personal problems.

Keeping pace with contemporary developments, mentors regularly update their knowledge of educational advancements and life skills, sharing these insights with their mentees to build professional competencies. Additionally, the mentoring system engages parents when necessary, creating a collaborative network to ensure students' overall growth and success. This dynamic mentoring model enhances not only academic outcomes but also the professional and personal readiness of students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Tilak College of Education focuses on nurturing students to become leaders and agents of societal transformation. The institution employs a variety of interactive and experiential learning approaches, including discussions, guest lectures, social service activities, and field visits. Visits to institutions like Jana Prabodhini Pashala and V. R. Ruyia Muk Badhir Vidyalaya in Pune provide students with practical exposure to societal challenges and foster empathy by understanding special needs.

To develop interpersonal skills and encourage students to step out of their comfort zones, role plays are organized. Physical and mental well-being is prioritized through weekly activities like yoga and meditation, promoting a balanced lifestyle. The college emphasizes participative and problem-solving learning methodologies, fostering a peer-learning environment. This approach facilitates collaboration, guided reflection, and meaningful interactions, enabling students to build a strong sense of community and mentorship. Through these initiatives, Tilak College of Education ensures holistic development and prepares students to contribute effectively to society.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed

All of the above

activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Tilak College of Education places significant emphasis on the systematic planning and necessary preparedness for internship program. The following points describe the college's preparatory efforts in organizing the internship program:1. Selection of Schools for Internship: College establishes partnerships with reputed schools known for their educational excellence and diverse teaching methodologies. 2. Orientation to Students Going for Internship: Students are provided with information about the specific school they will be interning at, including its infrastructure, and academic practices. This ensures that interns are well-prepared and have a clear understanding of their roles and responsibilities during the internship.3. Defining Role of Teachers in the Internship:

The college establishes clear guidelines for teachers who supervise and mentor the interns during their internship period. Teachers are assigned to provide guidance, support, and feedback to the interns.

4. Streamlining Modes of Assessment of Students: Institution employs a structured approach to assess the interns' performance during the internship. Various assessment methods such as classroom observations, lesson planning, student engagement, and reflective journals are used to evaluate the interns' progress.

5. Exposure to Various School Activities: To provide a holistic understanding of the teaching profession, Institution ensures that interns are encouraged to participate in extracurricular activities, staff meetings, and school events. By implementing these preparatory efforts, Institution ensures that the internship program is well-structured, enriching, and provides interns with a valuable learning experience that prepares them for their future careers in education.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

105

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Tilak College of Education adopts an effective monitoring system during internship to ensure the optimal impact of the interns' experience in schools. The monitoring mechanisms involve the active participation of

- 1. Teacher Educators:** Teacher educators from Institution play a crucial role in monitoring the interns' progress. They regularly visit the schools where the interns are placed and observe their teaching practices. Teacher educators provide constructive feedback, guidance, and support to the interns based on their observations.
- 2. School Principals:** School principals play a pivotal role in monitoring the interns' performance and progress. They provide valuable feedback and mentorship to the interns. Principals also coordinate with the college to address any concerns or provide additional resources for the interns' development.
- 3. School Teachers:** The teachers provide guidance, support, and mentorship to the interns, sharing their expertise and best practices. School teachers collaborate with the interns, engaging in co teaching opportunities and providing constructive feedback on their lesson plans. They assess the interns' progress through classroom observations, reviewing their interactions with students, and assessing the impact of their teaching methods.
- 4. Peers:** They engage in peer observations and peer feedback sessions, providing a supportive and collaborative environment for growth. Peer interactions also serve as a platform for interns to reflect on their teaching practices, exchange ideas, and explore innovative approaches to enhance their pedagogical skills. Institution ensures that the interns' progress is monitored, and necessary support and feedback are provided to optimize the impact of the internship.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

17

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**16**

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year**17****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****309**

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Tilak College of Education, has consistently emphasized the

professional growth of its teaching faculty to maintain high academic standards. our faculty organize and participate in in-house lecture series where they share their research findings, innovative teaching practices, and insights on recent educational developments. This initiative fosters a collaborative learning environment and helps faculty members exchange knowledge on various subjects. These sessions also help in identifying areas of improvement in teaching practices. The teachers regularly attend and conduct workshops and seminars on various aspects of education, Participation in Faculty Development Programs (FDPs) is a regular practice. These programs are essential for improving both teaching and research skills. Teachers actively participate in national and international conferences to present research papers and engage with experts in the field. These continuous efforts have enabled the teachers at Tilak College of Education to: Stay updated with the latest educational trends, Provide better guidance and mentorship to B.Ed. students., Contribute to the overall growth of the institution's academic reputation. The collective efforts of the faculty reflect the institution's commitment to academic excellence and innovation in teacher education. This dedication helps uphold Tilak College of Education's legacy as a leader in shaping future educators.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Tilak College of Education implements Continuous Internal Evaluation (CIE) in alignment with the norms of Savitribai Phule Pune University. The evaluation process is conducted as per the academic calendar and institutional plan of action for B.Ed. and M.Ed. programs.

For the B.Ed. program, continuous assessment includes three activities: practical work, internal written exams, and a choice-based activity such as MCQs, quizzes, presentations, field visits, projects, seminars, group discussions, tutorials, or assignments. Activities are conducted for both first-year (courses 101-112) and second-year (courses 201-212) students. These activities aim to assess students' knowledge, skills, and practical application

throughout the year.

For the M.Ed. program, semester-wise evaluations include written tests, PowerPoint presentations, data collection tool presentations, internship seminars, and research proposal presentations. These assessments ensure systematic evaluation of students' academic and research competencies.

The internal evaluation committee oversees the process, providing guidelines to professors for conducting continuous assessments. Professors evaluate students' performance consistently, focusing on both theoretical and practical aspects of the curriculum. This comprehensive approach ensures students' progress is monitored from the beginning to the end of the academic year.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation
Display of internal assessment marks before the term end examination
Timely feedback on individual/group performance
Provision of improvement opportunities
Access to tutorial/remedial support
Provision of answering bilingually

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Tilak College of Education ensures an effective and transparent mechanism for addressing examination-related grievances. The internal evaluation process follows the guidelines of Savitribai Phule Pune University. An Internal Evaluation Committee, comprising the principal, the head of the examination department, the head of internal moderation, and the IQAC coordinator, oversees the resolution of grievances related to internal examinations and evaluations.

The process begins with the preparation and communication of the internal examination schedule to students in advance. After the exams, the concerned course professors evaluate answer sheets within three days. The evaluated answer sheets are then distributed to students for verification. If students identify any discrepancies, their grievances are addressed immediately in the classroom.

The committee ensures that all grievances are handled promptly and fairly, maintaining complete transparency in the evaluation process. This systematic approach not only resolves issues efficiently but also fosters trust and confidence among students regarding the institution's assessment practices.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Tilak College of Education strictly adheres to the academic calendar notified by Savitribai Phule Pune University for all courses and programs. Before the commencement of the academic year, the institution prepares its own detailed academic calendar based on the university's schedule. This calendar is displayed on the college notice board and distributed to faculty members for implementation.

The academic calendar includes key details such as core courses, optional courses, elective courses, theory sessions, practical components, and Continuous Comprehensive Evaluation (CCE) activities. It also outlines various teaching competency activities, such as Teaching Competency I to V, along with programs like Reading & Reflecting on Texts, Understanding Self, Drama and Art in Education, and Open Courses. Additional events, including Tilak Punyatithi, Teacher's Day, Mahatma Gandhi Jayanti, World Teacher's Day, and Geography Day, are also incorporated.

Faculty members utilize the calendar to plan and deliver their respective courses effectively. Continuous Internal Evaluation (CIE) is conducted systematically, including presentations, seminars, tutorials, and practical evaluations. The course-in-charge professors design and execute CIE activities with a clear scheme of evaluation. Internal written exams are scheduled by the head of the internal evaluation department, with the timetable communicated to all stakeholders in advance and followed meticulously.

This well-structured process ensures the smooth and timely conduct of all academic and evaluation activities.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Tilak College of Education places a strong emphasis on aligning with

the self-designed Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) by following SavitriBai Phule Pune University Syllabus. The college follows a structured and student-centric approach to ensure that each aspect of teaching, learning, and assessment contributes towards achieving the intended learning outcomes.

The institution ensures that every course, module, and practicum component is designed to directly support the attainment of these outcomes. The Practicum and Internship Programs are integral to the teaching-learning process at Tilak College and directly contribute to achieving PLOs and CLOs. During the internship, students apply their pedagogical knowledge, classroom management skills, and assessment techniques in real school settings. The assessment process at Tilak College is designed to measure the attainment of both PLOs and CLOs through a combination of formative and summative assessments.

Tilak College has a robust feedback mechanism to ensure that the Teaching-Learning Process remains aligned with the PLOs and CLOs.

Student Feedback: Collected regularly to improve teaching methods.

Mentor Feedback: Faculty mentors provide constructive feedback on lesson planning, classroom delivery, and professional behaviour.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

At Tilak College of Education, the professional development of B.Ed and M.Ed.students are crucial to fostering quality educators. The institution focuses on ensuring that students achieve both PLOs and CLOs, which are aligned with the objectives of producing competent, ethical, and reflective practitioners. The monitoring process involves continuous assessment, feedback mechanisms, and the implementation of improvement strategies to help students achieve the desired learning outcomes. The progressive performance of students is tracked through a combination of formative and summative assessments. through: -Performance in assignments, projects, and fieldwork., Lesson planning and execution during internships.

Mentorship Programs Each student is assigned a mentor who guides them throughout their professional development journey

A robust feedback mechanism is key to continuous improvement

Peer Feedback

Encourages collaborative learning and self-improvement.

Mentor Feedback

Personalized feedback provided by faculty members after teaching practice sessions.

Self-Reflection

Students are encouraged to maintain reflective journals to self-assess their progress in attaining PLOs and CLOs

Students are encouraged to use modern educational tools and technologies to improve their teaching practices.

Tillak college of education'sfaculty Members – to adapt teaching strategies and provide personalized support.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

76

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The performance of B.Ed students at Tilak College of Education on various assessment tasks serves as a key indicator of how effectively their initially identified learning needs are addressed. Formative assessments in the form of presentation and assignments reveal students' grasp of theoretical knowledge and application. High performance here indicates that learners are absorbing core concepts effectively. However, inconsistent performance may point to a need for differentiated instruction. Practical Tasks like Microteaching, Lesson Planning These tasks provide a real-time application of theoretical knowledge. Students who excel in practical tasks demonstrate readiness for real-world teaching, while those struggling may need further guidance in classroom engagement strategies. Reflective tasks help gauge students' ability to analyze their teaching experiences. Tasks involving peer teaching highlight students' teamwork and

communication abilities. Effective performance here suggests well-developed interpersonal skills, while poor performance may call for more focus on collaborative teaching techniques. Final exams assess overall knowledge acquisition. Consistently high scores indicate that students' learning needs are sufficiently met, whereas lower scores may suggest gaps in instruction or individual learning challenges. The performance of B.Ed students at Tilak College of Education across various assessment tasks reflects a mixed picture.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://tilakcollegeofeducation.edu.in/wp-content/uploads/2025/01/sss-2023-24.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Three of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

0.47

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

0.53

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

2

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

68

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

986

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

986

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

On the occasion of World AIDS Day, Tilak College of Education organized an AIDS Awareness Rally and Poster Presentation event on 1st December 2023. The objective of the event was to sensitize students, staff, and the community about HIV/AIDS, its prevention, and the importance of breaking societal stigma.

- Route: Starting from College Campus, passing through Tilak Road, and ending back at the campus.**
- Participation by 100 students and 17 professors, carrying**

banners and slogans promoting HIV/AIDS awareness.

- Distribution of informational pamphlets to the public.
- Reflection on the day's activities by faculty and students.
- Pledge by all participants to raise awareness about HIV/AIDS in their community.
- Overwhelming participation from students and faculty, with high enthusiasm and creativity.
- The rally successfully reached out to a large section of the public, spreading awareness about HIV/AIDS prevention and combating stigma.
- The poster presentation displayed students' innovative approaches and deep understanding of the issue.
- Positive feedback from participants and attendees about the event's impact and execution.

The AIDS Awareness Rally and Poster Presentation proved to be a meaningful initiative by Tilak College of Education to promote health awareness and social responsibility among students and the community.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**0****3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year****0**

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year**2**

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The institution ensures a well-maintained and continually upgraded infrastructure to support quality teaching and learning for teacher trainees.

Classrooms: Spacious classrooms accommodate up to 100 students, supporting lectures, seminars, workshops, and celebrations. Two classrooms have smartboards, and all are equipped with LCD projectors. **Laboratories:** Specialized labs include a language lab, science lab, computer lab, music room, and educational technology room, promoting practical learning. **Studio Room:** A well-equipped studio facilitates the creation of teaching-learning materials. **ICT Facilities:** The ICT lab with 26 computers provides hands-on training in technology integration for students and staff.

The infrastructure is regularly upgraded through funding by the S.P. Mandali to support academic growth. Cultural Activities: Lady Ramabai Hall, shared with the institution, hosts cultural events. A classroom is specially developed for cultural programs, workshops, and seminars. **Sports and Fitness:** Shared facilities include a large playground, courts for kho-kho, volleyball, and tennis, a badminton hall, and a swimming pool. Indoor and outdoor game equipment and a well-equipped gymnasium are available.

The institution's infrastructure is meticulously maintained to enhance teaching, learning, and extracurricular activities, ensuring holistic development for teacher trainees.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

06

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://tilakcollegeofeducation.edu.in/infrastructure/#1716454272397-053266b9-879c
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

3385886

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Tilak College of Education has embraced library automation through

the implementation of SLIM21 Library Management Software (Version 4.0.0). This Integrated Library Management System (ILMS) is designed to enhance library operations with its four comprehensive modules: Cataloguing, Circulation, Acquisition, and Serials.

- **Cataloguing:** Offers advanced bibliographic data management, including edition and publication year tracking, department-wise reporting, and physical location display of books.
- **Circulation:** Simplifies issue and return processes, with features like a Deleted Borrowers Log for record tracking.
- **Acquisition:** Facilitates bill management by accession number, tax tracking in budget charts, and detailed vendor-wise and budget-wise reports. New items in bills are automatically highlighted for further updates.
- **Serials:** Manages journal and serial information efficiently.
- **Web OPAC:** Provides an online catalog for users to access details about books, authors, genres, and journals.

The system includes notifications for backup reminders, ensuring data security and reliability. This automation ensures seamless library management, enhancing accessibility and efficiency for students and staff.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://tilakcollegeofeducation.edu.in/library/
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Tilak College of Education provides remote access to library resources through the N-LIST (National Library and Information Services Infrastructure for Scholarly Content) program, an initiative by the Ministry of Education, Government of India. This gateway offers students, teachers, and researchers access to a wide range of scholarly e-resources, including over 6,000 e-journals and 35,000 e-books across disciplines such as science, technology, humanities, and social sciences.

N-LIST enables access to content from renowned publishers, including

JSTOR, Springer, Elsevier, Wiley, Taylor & Francis, and Oxford University Press. These resources support academic and research activities by providing up-to-date and comprehensive materials. Faculty members leverage the resources for lectures, curriculum enhancement, and research projects, while students utilize them for assignments, research, and gaining in-depth knowledge.

The program's open access system allows users to access resources remotely, ensuring flexibility and support for distance learning and remote academic endeavors. This comprehensive platform is an invaluable tool for fostering academic growth and enabling scholarly excellence among teachers and students at Tilak College of Education.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Two of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

102432

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

126

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The institution is well-equipped with modern ICT facilities and a reliable Wi-Fi connection to support teaching and learning. It houses 26 computers with LAN and internet connectivity, catering to the needs of faculty, administrative staff, and students. Out of these, 17 computers are dedicated to faculty use, 4 for administrative purposes, and 5 exclusively for student use. Additionally, two laptops are available for faculty members to enhance their productivity and teaching methods.

Classrooms are equipped with advanced tools like smartboards and LCD projectors, creating an interactive and engaging learning environment. The institute's internet broadband connection provides a high-speed bandwidth of 250 Mbps, ensuring seamless online activities. The Wi-Fi plan is consistently upgraded every six months to maintain efficient connectivity.

To facilitate online teaching and learning independent studio room is available in the institution, the institution provides essential equipment, including camera stands, circular lights with stands, headphones, and wireless mice. These resources enable the smooth execution of virtual classes and online sessions. By integrating technology into its infrastructure, the institution ensures that faculty and students have access to the tools necessary for an enriched educational experience, fostering innovation and efficiency in both teaching and learning processes.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

17:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**1699152**

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The institution boasts a well-maintained infrastructure designed to support extracurricular activities and enhance the overall educational experience. Cultural activities are facilitated through access to the technologically advanced and air-conditioned Lady Ramabai Hall, provided by the mother institution. Additionally, one classroom has been specifically developed with the necessary facilities for hosting cultural programs, workshops, and seminars.

For sports and fitness, the institution benefits from a large playground shared with the mother institution, which is used for annual sports competitions and outdoor games. Dedicated grounds for sports such as kho-kho, volleyball, and tennis are available, along with a badminton hall and a swimming pool. The institution is equipped with a gymnasium and offers facilities for both indoor and outdoor games, ensuring that students can engage in physical activities for their overall well-being.

The infrastructure is meticulously maintained and upgraded regularly to ensure it meets the needs of quality teaching and learning. This enables students and faculty to maximize the resources available to them. Infrastructure development is aligned with academic growth and is supported by funds provided by Shikshana Prasarak Mandali, Pune, the governing body of the mother institution. Proposals for infrastructure enhancements are carefully reviewed and sanctioned by this body to ensure that the institution remains equipped to provide the best possible facilities for teacher trainees.

With its robust infrastructure, the institution fosters a holistic learning environment, combining cultural, physical, and academic growth for the all-around development of its students and faculty.

File Description	Documents
Appropriate link(s) on the institutional website	https://tilakcollegeofeducation.edu.in/infrastructure/#
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid

Nine or more of the above

Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Five or more of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
83	97

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

12

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

28

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The Students' Representative Council (SRC) at our college plays a crucial role in fostering student engagement and improving institutional functioning. Elected by their mentoring groups, SRC members represent diverse student perspectives and collaborate with faculty across departments like Educational Technology, Sports, and Placement. This collaboration strengthens the student-faculty connection and promotes a harmonious learning environment.

Regular meetings with the principal provide a platform for SRC members to voice concerns, offer feedback, and contribute to decision-making processes, ensuring that the college addresses issues effectively. SRC members also play a key role in planning and executing various college activities, enhancing event quality and developing leadership skills among students.

By actively participating in these roles, the SRC exemplifies a collaborative approach to education, bridging the gap between students and faculty. Their involvement not only contributes to the success of college activities but also nurtures a sense of ownership and responsibility in students. The SRC's proactive role fosters a vibrant, supportive environment where students' voices are heard, their concerns addressed, and their participation in college events is celebrated, ensuring a thriving academic atmosphere.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

5.3.2 - Number of sports and cultural events organized at the institution during the year

20

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The Alumni Association is registered and contributes significantly in the development of the college. The alumni association of Tilak College of Education plays a vital role in supporting the

institution by fostering connections between former and current students. Alumni offer guidance, share professional insights, and mentor students through various activities like workshops and sessions. Their involvement enhances the college's academic environment, providing valuable resources and motivating students to excel. The association also helps in improving college initiatives, bridging the gap between education and real-world experiences.

Two significant contributions -

1. Dr. Prasad Joshi, the NAAC Coordinator at Adarsh Comprehensive College of Education, guided our institution on the NAAC peer team process, helping us align with accreditation standards and improve academic quality.
2. Alumni Prin. Maria Rodrix and Prin. Pandurang Patil conducted insightful online webinars for B.Ed. students, focusing on school internship preparation. They provided valuable guidance on effective teaching strategies, inclusive education, and the importance of maintaining a professional code of conduct. The webinars also addressed the challenges faced during internships and offered practical solutions. Additionally, they discussed the National Education Policy (NEP) 2020, emphasizing its relevance in shaping future educators and enhancing teaching practices in schools.

These alumni contributions strengthen the college's educational environment and support students' growth.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Tilak College of Education in Pune, with over 82 years of legacy, has significantly contributed to the field of education by nurturing thousands of students worldwide. Alumni, now occupying diverse roles like school and college principals, teachers, and education officers, continue to influence the college's present and future. They actively engage with the college by mentoring current students, sharing experiences, and guiding them through challenges in the teaching profession.

Alumni regularly interact with students, particularly in micro-teaching sessions, offering valuable insights and motivation. They also return as resource persons or chief guests during events, boosting students' confidence and recognizing their achievements. Toppers from previous batches also inspire current students by

encouraging them to stay focused and excel in their studies.

The college fosters alumni connections through informal gatherings, such as the Makar Sankranti event, where students engage with former students. These interactions, though not formally organized by an alumni association, play a crucial role in guiding and motivating students, reinforcing a culture of excellence and continuous learning within the institution.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Institution's vision-

To pursue excellence in teacher education by opening Global avenues in education and research for the all-round development of competent and committed professionals to meet the challenges of 21st century.

Mission -

1.To prepare efficient, competent, committed teacher educators, administrators and researchers.

2. To provide opportunities and facilities for all-round development of teacher trainees.

3.To develop sensitivity towards emerging issues in the changing society.

4. To create awareness in teachers' trainees about modern trends in education.

5.To undertake quality research studies, consultancy and training programmes.

The Vision and Mission of Tilak college of education redefined in view of changing National and International trends in education.

The institution is governed by Shikshan Prasarak Mandali The renowned trust have a glorifying history of 134 years in the field of education. This trust having more than 40 different schools and colleges who is providing quality education from KG to PG.

The management and the principal together work towards the implementation of the Institutions quality. The college is governed through various bodies and committees such as IQAC, Staff Academy, Student Council, Purchase committee having a well-defined role.

Overall, the environment of the college is based on the equality and democracy, with the help of these values' college runs smoothly &efficiently.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The institution follows decentralization and participative management by the formation of various departments and committees for the smooth functioning of the college.

The overall in charge of the institution is the management.

The principal looks after the day-to-day functioning of the institution by planning activities forming various committees. Delegating responsibilities to the in charges, coordinating between various stakeholders administrating the process progress and implementation of the assigned tasks etc.

Maintaining accounts of all, to look after all expenditures and

planning the budget are also a part of the principal's responsibility.

Human resources are divided into three categories i.e. teaching, non-teaching and students.

Tremendous efforts are put in by the faculty to ensure high quality education and efficiency. The decentralization and participative management are practiced by the forming various departments.

The micro teaching conducted under the mentor student program in the college is carried out smoothly by dividing the students in smaller groups with one professor in charge for the particular groups.

The internship program is also conducted in a similar decentralized way. besides different groups are created for social service, cell diaries intel practical etc where the groups have the flexibility to select the method of functioning to achieve the goal.

The smooth and flawless functioning of every single aspect of the institution finds its roots in the well organized and decentralized structure.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

For maintaining the transparency in financial, Academic, administrative and other functions every year college prepare its budget which is put forth in front of the college development committee according to the decisions taken in the college development committee the further plan is executed.

All the receipts were given to the students who paid the fees of the course for maintaining the transparency in financial matters.

For academic transparency all mark list are displayed on the notice board for the students and if they have any queries the staff members resolve their queries.

It is compulsory to call University moderation committee for maintaining the transparency in academic matters of the students. This committee verify the internal work of the students and give its report to the college and university then only the final internal marks of the students are sent to the university.

Annual audit is done to maintain the transparency in financial matter.

Regular college development committee meeting are conducted for the smooth functioning of the college.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

At the beginning of the academic year various committees and departments are formed, to chalk out the strategic plan of events and activities, which will support the growth and development of the institution.

Regular meeting is taken about the implementation and outcome of the prospective plans.

Library plays an important role and is known as a knowledge resource Centre The institutions perspective and strategic plan has been successfully implemented is that of library Committee.

This has been achieved through the development of action plan and following initiatives were taken

At the beginning of the Year library committee was formed and one professor in charge was given the responsibility of the library committee In charge.

Meeting was conducted regarding the budget for purchasing the books. The librarian collected the titles of the books and journals from the faculty and the departments.

Meeting was called to discuss and taken the approval of the committee for purchasing the books. This agenda was put forth in college development committee meeting for the permission of purchasing the books.

Budget was sanctioned in college development committee.

About 311books were purchased

It was made available for the accession to the student and the teacher. The strategic plan has been prepared after detailed discussion with the staff member.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Our college Tilak College of Education is governed by Higher Education Department of Maharashtra government.

The administration of Tilak college of education Pune is the responsibility of the principal, who is wholly accountable to the department of Higher Education.

The organisational structure of the college consists of the Management Governing Body (CDC), the principal teaching staff, non-teaching staff and the students.

The management of the college consists of the Shikshan Prasarak Mandali. it is the highest decision-making body.

The governing body CDC of the college which meets at least four times in a year to discuss issues related to finance infrastructure, faculty recruitment and the matter related to the overall development of the college.

Staff Academy: -Regular meetings are held for the effective planning

and implementation of the program like teaching learning academic administration curricular and co-curricular activities.

The college also has Internal Quality Assurance Cell IQAC

the IQAC plays an important role for monitoring the internal quality of the Institution.

The library: - library committee include librarian, library attendant and Library in charge professor

Various college committee: - Various committees are formed for the planning preparation and execution of academic administrative and extracurricular activities each committee consists of the Convenor and its members.

Anti-Ragging Cell, Grievance Redressal Committee: -

The objectives of this committee are to ensure that no violation of rules takes place within the college.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

This initiative, introduced to foster intellectual engagement and research culture, was meticulously planned and executed as per the resolutions of the relevant committees. The J. P. Naik Lecture Series invites distinguished speakers to share insights on critical educational themes, promoting knowledge dissemination. Meanwhile, the Educational Research Forum serves as a platform for educators, researchers, and students to discuss ongoing research and exchange ideas, thereby nurturing academic collaboration.

The consistent scheduling and enthusiastic participation underscore the initiative's success. By adhering to the decisions recorded in the committees' minutes, this initiative has significantly enriched the academic environment, aligning with the institution's vision of fostering a culture of learning and research.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Being the Govt. Aided college, Tilak college of Education offers the following welfare schemes for all its employees.

15 days of casual leave are provided to teaching and 8 days for non-teaching staff.

Duty lives of maximum 30 days to the teaching staff are provided to attend various orientation refreshes courses training programs. as per the government rules.

Leave given to the teaching staff to participate and present papers for participation in conference seminar workshop and FDP

GPF general provident fund which allows pension to the Employees after superannuation.

NPS National pension scheme for employees whose are joined service after 1 11. 2005.

Uniforms and Allowances Provided to class 4

Earn and Learn scheme for students was implemented.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

2

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

11

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff
Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

As per the direction of UGC and Joint Directorate (J.D) of Higher Education, Government of Maharashtra, the Institution has a performance appraisal system. Teachers have to submit filled-in specific format for yearly Performance Appraisal to the Principal. Apart from that, the yearly Performance Appraisal is submitted individually by the Teacher, HOD & Librarian through office to the IQAC coordinator, which helps in collecting & cross checking the information.

For Career Advancement under CAS, Yearly Performance Appraisal formats submitted to the principal at the end of every academic year.

Performance of Teachers is also assessed through Student feedback, taken at the end of every academic session and appropriate instructions given to staff by Principal.

The IQAC, reviews Administrative and Academic progress so as to review the performance of all the departments and office administration. After the evaluation of the report by the Principal and Management, it is communicated to respective department for improving shortcomings.

Confidential report-Confidential reports regarding non-teaching staffs are prepared and evaluated by the principal and a record of their performance is kept in the office of the institution.

Aspects such as character, habits, ability to work hard, discipline, reliability, communication skills, technical ability, relations with teachers and non-teaching staff and students etc. are considered during evaluation.

The Principal and the Secretary of the parent institution recommend non-teaching staff for promotion on the basis of the confidential

report .

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Audit is Examination or inspection of various books of accounts by an auditor followed by physical checking of inventory to make sure that There are three main types of audits External audits, Internal Audits and Internal Revenue Service audits External audits are commonly performed by Certified Public Accounting firms. Audit procedures to obtain audit evidence can include inspection, observation, confirmation, recalculation, re-performance and analytical procedure, often in some combination, in addition inquiry.

Accounts General Audit are conducted in the college. All the matters are processed as per the list given by the AG while completing the audit process of the submission. Statutory audit and Internal Audit are appointed by Shikshana Prasarak Mandali . Tally backed up and required files are provided to auditors. Balances sheet ,Income & Expenditure and Schedules finalized by Statutory Auditor are submitted to Charity Commissioner and Income Tax Department.

Since the audit of the college has been not done by the government form the year 2011-12 to till date, the college has communicated with the report government office from time to time in this regard.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

50000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The main sources of funds, apart from the Government are various Non-Governmental organizations, Savitribai Phule Pune University and the College Management.

At the beginning of every financial year, requirements of the College Office, all the departments, Library and various cells are submitted to the Principal. The Principal then calls a staff meeting . The need and priorities are discussed to decide and wisely allocate funds. A budget is prepared and presented before the CDC. Once the budget is approved, the funds are disbursed.

In case of special grants/funds received from funding agencies like UGC, ICSSR, Savitribai Phule Pune University, Committees are formed for monitoring the utilization of grants as per guidelines.

Some funds are received from NGOs such as Shiksha Prasarak Madali's, Pune and certain NGOs with a definite purpose of conduct of particular developmental activities of students, scholarships, etc.

College provides seed money for research projects proposed by faculties.

The Accounts section of the College maintains all records of income and expenditure to ensure financial transparency. All accounts of funds received and spent are audited by Chartered Accountant. Most of the financial transactions are done through bank transfer only.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The Internal Quality Assurance Cell (IQAC) has been instrumental in promoting quality across various levels of the institution, ensuring better academic and administrative support and functioning. To facilitate seamless communication with stakeholders, the IQAC effectively leverages free platforms such as WhatsApp and Google tools.

The Internal Quality Assurance Cell (IQAC) has been instrumental in promoting quality across various levels of the institution, ensuring better academic and administrative support and functioning. To facilitate seamless communication with stakeholders, the IQAC effectively leverages free platforms such as WhatsApp and Google tools.

To ensure continuous improvement in the teaching-learning process, the following steps are implemented:

1. **IQAC Meetings:** The IQAC organizes four meetings annually to assess and plan for quality enhancements.
2. **Subject Department Meetings:** At the beginning of the academic year, the subject head teachers convene meetings with their

respective teams to identify challenges faced by students and propose solutions.

3. **Principal's Departmental Meetings:** The Principal holds discussions with department heads and IQAC coordinators to address departmental issues and explore effective resolutions.
4. **Staff Meetings:** The Principal convenes staff meetings to review and discuss challenges faced by the departments and students, proposing actionable solutions.
5. **Outcome of Reviews:** The outcomes of these periodic reviews have led to significant improvements in the teaching-learning process, resulting in better methodologies and enhanced learning outcomes.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The institution periodically reviews its teaching-learning process, structures, methodologies of operations, and learning outcomes through the Internal Quality Assurance Cell (IQAC) or other established mechanisms. These reviews are conducted as per regulatory norms, with incremental improvements recorded across various activities.

The institution periodically reviews its teaching-learning process, structures, methodologies of operations, and learning outcomes through the Internal Quality Assurance Cell (IQAC) or other established mechanisms. These reviews are conducted as per regulatory norms, with incremental improvements recorded across various activities.

Class-wise WhatsApp groups have been created to share academic plans, timetables, activity schedules, instructions, guidelines, standard operating procedures, lesson plans, and internship planning details. Faculty members have also embraced Google Classroom to enhance the teaching-learning process. For each subject, dedicated Google Classrooms have been created where learning materials are regularly uploaded. Many faculty members adopt innovative approaches

like the flipped classroom model, sharing video lectures and other resources to enrich student engagement.

The IQAC strategically uses free platforms, avoiding the need for costly ERP systems. Google Forms are employed to collect data from student-teachers and other stakeholders, including online feedback, elective subject preferences, and other optional choices like second and third methods.

Student-teachers actively participate by sharing photographs of college programs via WhatsApp and Google Classroom, while also uploading their assignments on the same platforms. This integrated use of free tools has significantly improved communication, collaboration, and overall institutional efficiency.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

14

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission

Four of the above

of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://tilakcollegeofeducation.edu.in/wp-content/uploads/2025/01/IQAC-2023-24.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://tilakcollegeofeducation.edu.in/aqar/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

All staff members are equipped with advance computer machine with net connectivity.

Institute has provided printers for all faculty member.

Government and non-government funds are properly utilized in the college.

Implementation of the UGC anti ragging guidelines took place on november 3,2023

Provision is being made for LR studio, research guidance room,

record room and Cafeteria in the library building.

An energy audit, environmental audit and Green audit were conducted.

MOU and Collaboration with other University.

Classrooms are equipped with smart board .

Account Section of the office is fully computerized.

To upgrade the knowledge and practices in research field college has conducted "J.P. Naik Lecture Series and Research Forum Lecture Series"

Institute got internet connection in office, library, method lab and in classroom.

Classroom are equipped with smart board .

TCE alumni association is formally registered in January 2024.

Institute has organized National Webinar on "Preparation for Internship."

Institute has organized Online quiz organised on the occasion of national Education day 11th Nov 2023.

On 5th march 2024 Water conservation day is celebrated to increase the awareness among the student about natural resources .

Work for the Pedestrian friendly roads is completed with the support of the mother institute.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Our institution has implemented a comprehensive energy policy aimed at conserving resources and promoting sustainability. This policy emphasizes streamlining energy usage through efficient practices, the adoption of alternative energy sources, and raising awareness among stakeholders.

To conserve energy, measures such as replacing conventional lighting with LED systems, installing energy-efficient appliances, and conducting regular audits to identify and address wastage have been adopted. The campus has also implemented automated systems to optimize electricity usage during non-peak hours.

In alignment with global sustainability efforts, our institution has installed solar panels, which contribute significantly to meeting its power requirements. These panels not only reduce dependence on conventional energy sources but also lower carbon emissions. Additionally, we are exploring wind and bioenergy solutions to diversify renewable energy usage further.

Awareness campaigns and workshops are conducted regularly to educate students and staff about the importance of energy conservation and how small behavioral changes can make a big impact. The institution actively partners with external organizations to adopt innovative energy-saving technologies and practices.

Through these proactive steps, our institution not only meets its energy needs responsibly but also inspires a culture of environmental stewardship among the academic community.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Our institution has established a clear policy and procedure for effective waste management, ensuring environmental sustainability and promoting a clean campus. This policy emphasizes waste segregation, reduction, reuse, and recycling, along with the proper disposal of residual waste.

Segregation begins at the source, with separate bins placed across

the campus for biodegradable, non-biodegradable, and hazardous waste. Biodegradable waste is processed in an on-campus composting facility, producing organic fertilizer for landscaping. Non-biodegradable waste, such as plastics and metals, is collected and sent to authorized recycling centers, while electronic and hazardous waste is disposed of following government guidelines.

The institution promotes waste reduction through awareness campaigns and workshops encouraging the use of reusable materials and minimizing single-use plastics. Initiatives like paperless administration and digital submission of assignments also contribute to waste reduction.

Faculty, students, and staff actively participate in these programs, ensuring adherence to procedures. Special drives, such as e-waste collection weeks and upcycling competitions, foster environmental responsibility within the campus community.

By implementing these measures, the institution not only adheres to its waste management policy but also contributes to creating a model of sustainable practices, inspiring stakeholders to adopt environmentally friendly habits in their personal lives.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

7.1.4 - Institution has water management and

All of the above

conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The institution is deeply committed to maintaining a clean, healthy, and sustainable environment by prioritizing cleanliness, sanitation, and the preservation of green cover. In alignment with its vision of fostering holistic development, the institution has implemented comprehensive strategies to ensure a pollution-free campus. Regular cleanliness drives and waste management systems are in place, promoting responsible waste disposal, recycling, and the reduction of plastic use. These initiatives are reinforced through student involvement, encouraging them to actively contribute to maintaining a hygienic environment.

The institution has also made significant investments in increasing its green cover by planting trees and establishing eco-friendly spaces. Green areas on the campus not only enhance the aesthetic appeal but also improve air quality and promote biodiversity, creating a serene and conducive environment for learning and relaxation.

In addition to these measures, the institution focuses on promoting awareness among students, staff, and the local community about the importance of sustainability and environmental conservation. Through workshops, campaigns, and eco-friendly practices, the institution strives to instill a sense of environmental responsibility. By fostering a culture of sustainability, the institution ensures that its campus remains a pollution-free zone, contributing to the

overall well-being of its stakeholders and the community at large.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

307867

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not

more than 100 - 200 words

Institutions can greatly benefit from leveraging their local environment, locational knowledge, and community resources by aligning their curriculum and pedagogical practices with the surrounding context. This not only enhances the relevance of education but also fosters a sense of belonging and responsibility among students. By tapping into local knowledge, schools can incorporate community-based learning that acknowledges the unique cultural, economic, and environmental features of the area. This localized approach encourages students to connect classroom learning with real-world scenarios, making education more meaningful and impactful.

Additionally, integrating community practices into the curriculum promotes a deeper understanding of social issues and encourages active citizenship. Schools can engage with local organizations, businesses, and leaders to provide students with opportunities for internships, community service, and problem-solving initiatives that address local challenges.

Moreover, leveraging local resources, such as nearby natural areas, historical landmarks, or indigenous practices, helps create an enriched learning environment. It offers students the chance to apply their knowledge practically and contribute to addressing the community's concerns. In doing so, institutions not only produce more informed and engaged individuals but also contribute to the growth and development of their communities.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

The college has consistently implemented several best practices to enhance the quality of education and training for student-teachers. A key initiative is the internal moderation of assessments, ensuring accuracy, transparency, and fairness in evaluating student-teachers' internal work. This practice fosters accountability and maintains academic rigor.

Another notable practice is institutional publication and dissemination, where the college actively encourages the documentation and sharing of innovative teaching methodologies and research. This effort not only benefits the academic community but also provides student-teachers with a platform to showcase their creativity and insights.

To integrate technology into education, the college has embraced the use of Learning Management Systems (LMS) and Google Classroom. These tools facilitate seamless communication, resource sharing, and continuous assessment, creating a dynamic and interactive learning environment.

Furthermore, the college has emphasized product research as an essential component of the teacher education program. Through this,

student-teachers engage in real-world problem-solving, fostering critical thinking and innovation.

These practices collectively aim to empower student-teachers with the skills and knowledge needed to excel in their professional journeys, aligning with the institution's commitment to excellence in teacher education.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

One area of distinctiveness where the institution excels is its commitment to community engagement and sustainable development, which aligns closely with its vision of fostering responsible global citizens. The institution prioritizes environmental sustainability, social equity, and community development, integrating these themes into both its academic programs and outreach initiatives.

Through dedicated research centers, the institution emphasizes sustainability in various disciplines, such as environmental science, urban planning, and social work. Faculty and students collaborate with local and global organizations to address critical challenges like climate change, resource management, and poverty alleviation. This focus on real-world impact not only supports the institution's mission but also strengthens its academic offerings by providing students with practical experiences and opportunities to contribute to pressing global issues.

Furthermore, the institution's outreach programs are designed to empower local communities, particularly in underserved areas, through educational workshops, skill-building initiatives, and awareness campaigns. By establishing strong partnerships with community leaders and organizations, the institution has created a strong synergy between academic excellence and community service, reinforcing its role as a transformative force in both education and societal progress. This distinctiveness enhances the institution's reputation and drives its continued growth in line with its vision and core values.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File