SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAEER'S SAINT DNYANESHWAR B.ED. COLLEGE

SURVEY NO 123/124 DEHU PHATA ALANDI DEVACHI PUNE - 412105
412105
www.mitsoer.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

MAEER's Saint Dnyaneshwar B.ED. college is one of the prestigious English medium college of teacher education in **Savitribai Phule Pune University**, (Formerly University of Pune) India which is also called as *Oxford of the east*.

The college is situated at the bank of Indrayani river at the **holy place Alandi Devachi** in the exclusive neighbourhood of the **Saint Dnyaneshwar Maharaj** that inhabits a 4-acre plot with lush green landscaped lawns that enhances the college atmosphere to an *educational paradise*.

The college was established in the year **2009** by our Founder President **Hon'ble Prof. Dr.Vishwanath Karad** sir with a vision "To promote the *"Culture of Peace"* through value based *"Universal Education System"*. Due to the wholehearted support of our **Trustee & Secretary General Prof. Swati Karad-Chate**, the college has achieved the status of *best teacher education college* in Maharashtra.

The college is dedicated towards holistic development of our fraternity *Vasudhaiva Kutumbkam, spirit of magnitude and diversity*. The college has carved a niche for itself among all collaborators by providing a *spiritual & healthy academic environment*. The students are empowered through *value-based education & stunning teaching learning experiences*. The college supports pursuit of knowledge by students through *prominence on interactive, cooperative, and collaborative learning.*

Academic excellence is an established tradition, accompanied with continuous achievements in the field of *teacher education, co-curricular & extra-curricular activities.*

MAEER's SDBED is one of the best college having highly qualified staff with *D.Litt., Ph.D., M.Phil. & SET/NET faculties*. The college is **ISO 9001:2015** certified. We have a *wi-fi enabled campus, two conference and committee rooms, classrooms with projectors, a 200-seater seminar hall, technology lab, sports ground, well equipped library, reading hall, recording studio, Language and Science laboratories*. The e-Learning platform *LMS* on the college website expands the conventional teaching-learning process and promote blended learning in the college.

The college has been imparting *quality education* as a means of empowering student teachers so that they recognize their *roles and responsibilities as equal contributors* towards the universe through excellence in education as a source of pride for the wellbeing of humanity by *magnifying the values, skills & spirituality.*

Vision

"To contribute to the *universe through excellence in education* as a source of pride for
the wellbeing of humanity by *magnifying the values, skills & spirituality."*

Mission

To aspire and strive for *excellence in teacher education* and research, by acuminating the *holistic development of student teachers for the prosperousness of collaborators.*

Objectives :
MAEER's SDBED enshrines and promotes certain objectives to keep itself in sync with the universe:

1.To fulfill **PLO's & CLO's** by revising & reviewing the curriculum through *innovative ideas of collaborators.*

2.To instill a passion for **lifelong learning** by encouraging student teachers to continually seek *new knowledge, adapt to change & embrace personal growth.*

3.To facilitate **research & outreach activities** by influencing & sensitizing student teachers to *social issues for the wellbeing of community.*

4.To ensure student teachers preparation for the **transition from education** to the workforce by equipping them with relevant *knowledge, skills & experiences to align them with educational industry needs & expectations.*

5.To flourish **positive culture** in institution through *dynamic & transparent involvement of institutional governance, effective leadership, participative management & vibrant resource mobilization.*

6.To promote **sustainable practices & behaviours** to make student teachers *socially responsible, diligent ,compassionate to cultivate eco-friendly institutional environment.*

7. To foster the idea of **'?????? ?????????'** (**One world one family**) by igniting young minds through *harmony ,values & spirituality* .

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

* Founder President Rev. Prof. Dr. V D Karad: Under the leadership & guidance of Prof. Dr. Vishwanath Karad sir MAEER's SDBED is giving the message of universal brotherhood, peace & holiness to the universe.

* World Peace Centre – We are the part of World Peace Centre. MAEER's MIT, Pune, Bharat. Under WPC we were UNESCO Chair for human rights, democracy, peace & tolerance on 12th May 1998.We work with the universe for Vasudhaiva Kutumbkam.

*Finest infrastructure: MAEER's SDBED situated at the holy place near the bank of Indrayani River has a modern infrastructure with a pleasing, exciting environment to facilitate the teaching-learning process. Oxygen Park, Seminar Hall, innovative structure of classrooms, Stunning studio having facility of audio video recording, full-fledged computer laboratory, large seminar hall having all technological facilities, modern language lab, Science laboratories, free wi-fi, massive library , digital library, reading hall & canteen on sharing basis with MITACSC.

*Pioneering teaching learning practices:

MAEER's young, energetic faculty has an innovative & pioneering approach in teaching learning. All faculties are IT savvy & use various digital tools while teaching.They use discussions, brain storming, co-operative & collaborative learning in the class. Faculties show innovations while making lesson plans & insist students to make their practicals, journals innovatively.

MOU's: In collaboration with our sister institutions, we have international linkages. We have done MOU's with reputed organizations, colleges & schools for research & academic purposes.

Highly qualified faculty: We have highly qualified faculty members having o5 doctorate & 03 faculties are perusing doctorate. All our faculty is NET/SET qualified. Our faculties have got various awards, published various books & research papers in journals & have patents on their credits. They have done masters in 2-3 subjects & having more degrees on their credit& very fluent in English. They are committed, passionate, dedicated, innovative.They get various opportunities to participate in conferences, Seminars, Webinars, Symposiums, Orientation programmes & Refresher courses.

Add on certificate courses: We have university approved certificate courses for student teachers to develop some special abilities & capabilities among them to face 21st century challenges & for their holistic development.

Institutional Weakness

Lack of o4 years integrated B.A./B. Com/B.Sc. B.Ed. course: As per NEP 2020 B.ED. course will get converted into 04 years integrated course. But still, we are unable to apply for that course as pilot study is going on.

No status of section 2f & 12B – College has no status of 2f & 12B.So we are having problems to get UGC grants as well as major & minor research projects.

No freedom to develop & implement own curriculum: We are affiliated to Savitribai Phule Pune University & not autonomous college. So, we have no freedom to use our innovations & creativity to develop & implement own curriculum.

Publication in Scopus/WoS journals: We have very less publications in Scopus & WoS journals due to less funds & research grants.

Institutional Opportunity

To introduce B.A./B. Com/B.SC. integrated courses: We have opportunity to start B.A./B. Com /B.SC. integrated courses, M.Ed. & Research centre at our college.

To introduce M.Ed. & Research centre : We have very good opportunity to start M.Ed. & Research centre in future as we have finest campus & availability of resources.

To get the status of Institute of Eminence & autonomy: Our college is working on all aspects at present. So, on the basis of our academic & social performance we may get the status of Institute of Eminence & autonomy in future.

MOOC courses: Our faculty is IT savvy. They have developed number of educational resources. They have their own You tube channels. So, we have the opportunity to develop MOOC courses in future.

Cluster university: We are in the campus of MIT. We have our sister institutions MITAOE,MITACSC with

us. So, we have the opportunity to make our cluster university at Alandi campus.

* International faculty and student exchange programmes:

We have done MOU's with our sister institutions & became the part of international linkages through the MOU's with international universities.Soon we will arrange international faculty & student exchange programmes.This will give benefit to our students to get placed at abroad.

*Paid Internship for students: There is vast demand of teachers for English medium schools at Pune.There are many schools who are ready to offer us paid internship programmes.This will give our students financial support along with study.

*Education 4.0 technology 6 month course for student teachers : As we have very good computer lab & wi-fi facility, we may start 06 months Education 4.0 technology course for student teachers. This will make our students an IT expert teacher having knowledge of new trends & innovations.They will be the most demanding teachers in future.

*Paperless B.Ed.programme : We always teach everyone to protect the environment.In B.Ed. students use most of the papers & write no.of projects.We have developed our own LMS & requested SPPU to make our college paperless as a pilot study.After getting the permission our college will be the first college having paperless B.Ed.programme.

Institutional Challenge

*Obstacles in getting 2f 12B status: Due to GR no roster checking. So, we are not getting the permission of recruitment from Maharashtra govt. Hence, we are not getting 2f & 12B status. This affects on getting major & minor research projects & funding of government for the college.

*Mentality & seriousness of student teachers to complete the B.Ed. course:

Many girls/women take admission for the course after their marriage. They face many difficulties to complete B.Ed. course as they have their household responsibilities & children. So, they don't take B.Ed. seriously & their mentality become just to complete the course.

*Availability of IT based infrastructure in Practice Teaching & Internship schools: We are providing hi tech IT facilities to students to conduct the lessons with use of digital tools & to face challenges of the 21st century but most of the schools nearby us have not the hi-tech facility of information & communication technology. So, students would have to use traditional teaching aids in those schools.

*Delay in commencing the B.Ed. course due to late admission schedule from DHE:

Due to covid DHE admission cell has changed the schedule of B.Ed. CET exam & admission rounds. Due to this B.Ed. colleges get started in the month of December or January. So, we did not get sufficient time to complete the course. It's really a challenge in front of us to organise practice teaching lessons & internship as per our plan in the schools. Exams & results also get delayed from last some of the years.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

MAEER's SDBED is affiliated to world's renowned **Savitribai Phule Pune University**. As an affiliated college we swotted the curriculum with the goal of holistic development of students and boosted the skills & placement. We firmly follow the curriculum prescribed by the university.

As we are affiliated & not autonomous college, we don't have freedom to set up the curriculum for B.Ed. course. But we always take feedback from our faculty members, student teachers & from other stakeholders every year.

After scrutinizing the curriculum, our curriculum development committee discuss about the feedbacks, does the observation & make report regarding necessary changes in the curriculum. As per the needs of the society we send the changes to the university & request them to implement new course at our college as per the demands of the students & stakeholders. After the permission of Board of studies, we implement the new course/changes at our college.

We have made some changes in the curriculum. These changes were approved by the university.After the approval we have applied new course 212 – Open course – **Combating Radicalisation** for our college. We have also sent one proposal of new course based on **Education 4.0 technology** instead of implementation of course 111B) ICTWe have made some rubrics for practicals for the smooth functioning of evaluation work. We found some lacunas in the curriculum. So,we have made some value-added certificate courses as per the needs of the student teachers like **Education 4.0 Technology to Empower Student Teachers, Disaster Management, Inspiring** …. etc. Approval is taken from the university for the same & implemented it at our college. After successful implementation of these courses, college provide certificates to the student teachers.

Our faculty members find out innovative ways for the successful transaction of the curriculum. They provide various opportunities to the student teachers to learn philosophical, psychological, and sociological aspects of education & to develop their skills as a teacher.

In this way we follow overt curriculum prescribed by SPPU as per our academic calendar. We implement covert curriculum through value added certificate courses for the holistic development of student teachers.

Teaching-learning and Evaluation

MAEER's SDBED strictly follows B.Ed. admission procedure as per the Centralized Admission Process (CAP) **Government of Maharashtra.**

At the entry level college admission committee conducts personal interviews of the students to bring out the readiness for the professional education.

*Orientation Program: College organizes orientation programs for each batch at the commencement of the session to identify the students' needs, their interest areas and to assess the students' outcomes.

In orientation session we take Self-introduction**,** My Talent & My Pride, My Team & My Pride, Life Map,

Innovative Morning assembly……. etc. The happiness scores of each student are assessed by administering Oxford Happiness Questionnaire.

College identifies students learning style through **Learning Styles Inventory (LSI).**

Teachers use multiple mode approach to teaching-learning. They use various methodologies like experiential learning, problem-solving, role-playing activities, **seminars, group discussions, project work, assignment work, field visits and case studies.**

In all courses, student teachers are encouraged to make power point presentations, individually

or in collaboration with peers to promote independent learning. Classroom assignments and projects emphasize individual thinking over received knowledge. Emphasis is always on nurturing questioning, searching for answers, and acquiring information from various sources to enhance their critical thinking.

We aim at cultivating the right professional attributes through diverse activities and curriculum. *Peer activities* and different *group activities* are conducted under the guidance of Mentors. The activities are assembly**, Micro-teaching, Team Teaching, Co-curricular activities and Social Service programme, Group Discussion, Drama Presentation,** Model making on the theme *'Vasudhaiva Kutumbakam'* and INTEL-ICT Practical.

We organise numerous capability and skill development programmes through a unique **internship programme, value added certificate courses, technology based, models of teaching-based & through team teaching lessons.**Students use digital tools & ICT resources while conducting these lessons.

We have developed an innovative learning process to nurture creativity, innovativeness, intellectual & thinking skills, empathy, life skills…etc among the student teachers.

Our college provide various opportunities for teachers to participate in orientaions,refresher programmes,seminars,conferences…etc.Our **05 faculties are Ph.D. & 03 are doing Ph.D.Our Principal is Ph.D.research guide** at SPPU Pune.Our faculties are BOS members,staff selection committee members,Academic audit committee members,staff selection committee members,paper setters & moderators.

Infrastructure and Learning Resources

MAEER's SDBED is situated near the bank of Indrayani river at the holy place Alandi in the campus of MIT spreads over 4 acres with a **built up area of 9071.28 square meter** incorporating physical and academic facilities furnished with modern and efficient workspaces which create a pleasant atmosphere for teaching-learning.

College has **12** spacious, well-ventilated classrooms available withLCD & Wi-Fi facilities. College has 1 seminar hall, 1 ICT enable Multipurpose Hall with 240 capacity, Physics, Chemistry, Language lab, Computer laboratory & well-equipped library with digital facilities, **N-List DELNET** access, & reading hall with 200 seating capacity.

Library is consisting of text books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopaedias, dictionaries,dissertations and newspapers. **AUTOLIB**- library software is

used for library transaction. National Library and Information Services Infrastructure for Scholarly Content (N-LIST) is subscribed. N-LIST provides access to more than **6,393 e-journals** and **10809 e-books**.

We have a playground of **40,000** square feet.

We have given special facilities like Meditation Room, Cultural Room, Boy's and Girl's Common Room. We have ICT enabled IQAC and Conference Room. We have 10 desktops and laptops for the faculty members and 04 desktops for the administrative and supportive

staff with internet connectivity.

The college has well equipped computer Laboratory with **80 computers** for the students. The computers in laboratories are connected with LAN and internet facility. The student computer ratio is **2:1**. The available Internet bandwidth is **200 Mbps.**

The college has audio video recording studio for developing e-content.

We are **NPTEL Local Chapter** from December 2018.Our college has licensed **MS Teams** copy for online sessions & also a **YouTube Channel**. We have our own **ERP & LMS** offering notes, submission of practicals for moderation & free online courses …etc for students. Teachers use to fill up their daily log via online mode , apply for leave, get the tasks for NAAC from the ERP & LMS.

We have **Solar System- 13.44KW** capacity, rainwater harvesting pits , regular green, Energy and environment audit.

In this way we have all kinds of infrastructural facilities along with powerful technology at our college.

Student Support and Progression

MAEER's SDBED college is very keen towards the support & progression of the students. At the entry point we use to check the **happiness index** of the students & implement number of programmes throughout the two academic years for increasing their **happiness index.**

There are **ample facilities** for student teachers in the college like covered vehicle parking, Common rooms separately for boys and girls, First aid, Book bank, Canteen, Xerox centre…...etc. We provide online value-added certificate courses, LMS facility & academic stationary free of charge for students. We also support students to get government scholarship & offer concession to employees' family members.

We have our **registered alumni association** from 2015. Our Alumni plays an active role in the regular college functioning like placement, cultural activities, practice teaching & internship programmes.

The **student council** is an important component in the functioning of our college, responsible for organising various curricular & co-curricular events.

We have established **career guidance cell** to support and cater student teachers of the college. The Career guidance cell is involved in providing placement opportunities to students. It also conducts personality development programmes, career counselling sessions and job fairs.We provide guidance for **CTET, TET,**

SET, NET to students

We provide a various capability building and skill development programmes for student teachers through various courses & career guidance cell on personality development, facing of interviews, communication skills, Resume writing, SWOT analysis, Personality development….. etc

We provide them various sessions on research to make them a good researcher in future. We have provided them **free value-added certificate courses** like Education 4.0 technology, Disaster management…. etc.

The institution has a **grievance redressal mechanism** for any kind of issues. The institution has a grievance committee. We provide guidelines to students on the college website, on notice board & orally in the classroom.

Teacher educators are available for students all the time. In the campus via offline mode & after the college hrs via mobile phone or via online mode.

The entire campus is under continuous **CCTV surveillance**. If students have any disciplinary issue, then they are free to contact the Discipline Committee directly.

Governance, Leadership and Management

MAEER's SDBED is run under the guidance of our **Hon'ble founder president Prof.Vishwanath Karad** sir & under the leadership of his daughter **Hon'ble Prof. Swati Karad-Chate** ma'am.

There is a proper system of decentralisation of rights & responsibilities from the top order to the lower order. **CDC committee, IQAC committee, the Principal, the teaching and non-teaching staff and the students.**

Each member of the MIT family is fully devoted to fulfil the vision of our college - To contribute to the universe through excellence in education as a source of pride for

the wellbeing of humanity by magnifying the values, skills & spirituality.

The Principal always discuss the Management, CDC committee, IQAC committee and the faculty members to prepare the strategic plan & action plan by keeping the vision, mission and objectives of the college in his mind.

The E-governance mechanism is implemented in the areas of academics, administration, finance, and accounts. Principal conducts **CDC, IQAC**, faculty & student council meetings

to discuss, deliberate, review and share views regarding the college activities, decisions & progress. We have created numerous clubs & committees to distribute workload among the faculty members like **Admission, Alumni, Anti Ragging, Placement and Electoral.**

Literacy Cell, Sports committee, Guidance & Counselling Committee etc. The principal is the chairperson of all committees and cells & the decision-making authority for the college.

Employee's five/ten years of service completion is honoured with Trophy on the Foundation Day of the college expecting longer commitment.

The Institute's finances are audited periodically. Fee payments facilities are made in different modes such as NEFT/ UPI.

College always motivates its teaching & non-teaching staff by giving them regular increments on the basis of performance appraisal**.** College provides seed money to the teaching staff for Ph.D.,research work, academic courses, conferences, refresher courses…. etc. College provides financial support to non-teaching staff by giving them bonus, advance & loan for building house. Medical facilities are also being provided to the faculties.

IQAC committee of the college pays attention towards conscious, consistent and catalytic improvement in the overall performance of the college.

Institutional Values and Best Practices

MAEER's Saint Dnyaneshwar B.Ed. college is situated near the bank of Indrayani in MIT's lush green campus. The environment of the campus is ecofriendly & very energetic for study. One can definitely experience the divine energy whoever will visit our campus. As this is teacher education college, we always conduct various innovative practices for environmental sustainability to inculcate the core element protection of environment among the student teachers of B.Ed.

Our campus is a sustainable campus. We have

- Pilot project- 4 sensor-based in-house developed devices installed which detect human intervention and reduced energy consumption to 608 Watt/hour.
- Solar System- 13.44KW capacity.
- MoU with TERRE (Technology, Education, Research and Rehabilitation for Environment) for E- waste Management.
- Rainwater harvesting pits.
- One underground and 3 overhead water tank -1.40lakhs litre capacity.
- Green Campus Initiatives- No Vehicle Day, Pedestrian friendly pathway, Plastic Free Zone.
- Regular Green, Energy and Environment Audit.
- Beautiful landscaping.

Our college has undertaken, Indrayani Ghat Swachhata Abhiyan from last five years. We always conduct various practices for environmental sustainability like awareness of personal & environmental hygiene, street plays, poster competition, Quizzes on environmental awareness...The code of conduct of **MAEER's SDBED** is generated based on the **Vasudhaiva Kutumbkam** vision. We have a prescribed code of conduct for students, teachers, administrators, and other staff.We aim to develop faculty members & school students from the universal point view of **One World One Family** in them so that they will spread this message in the whole world.We are the part of World Peace Centre. We organise all divine activities under WPU. We organise various divine programmes for world peace, humanity & Vasudhaiva Kutumbkam.

We start our day with **Vishwa Shanti Prayer.** Every year we organise Global Tolerance week on Indrayani

Ghat in which we organise Kirtans, Bhajans & Lectures to inculcate the attitude of Vasudhaiva Kutumbkam among the people. Various reputed personalities give free service in this programme. We organise conferences on divinity every year & Bhajan Sandhya on every Thursday for faculty members & students.

Hence, we have created *Vasudhaiva Kutumbkam & Heritage of Wisdom - Alandi* for creation of the attitude Vasudhaiva Kutumbkam.

Research and Outreach Activities

MAEER's SDBED always inspire all faculty members for doing research & outreach activities. We are very proud to say that we have **05 doctorate** faculties including one recognized Ph.D. guide ,**03** faculties are pursuing Ph.D.

Our college offers full support to all the teacher educators who are eager of undertaking research projects. College provides seed money & study leaves for faculty members for their Ph.D. & research projects. **MAEER's SDBED** has a policy of awarding yearly increments and hike in salary on the completion of doctorate degree.

Those faculty members who want to attend workshops, conferences, refresher courses through prior permission are also entertained with seed money. Our faculty members have published 50+ papers in which UGC care listed, Scopus & Peer reviewed journal papers are also included. Our faculty members & students have published their papers & articles in the proceedings of state, national, international seminars & conferences. There are **05 patents,15 books,05 edited chapters** on the credit of faculty members

We have undertaken **1 major research project & 8 minor research projects** approved by Government & Non-Government organisations. AURORA (Alliance of 06 countries) along with **SPPU, BCUD Savitribai Phule Pune University, SNDT University are govt. & World Peace centre, Saptarshi, Shiksham foundation** are non-government organisations. One project got completed & rest are going on.

MAEER's SDBED is a part of **World Peace centre & G20-W20.**Under this college organises research & various outreach activities such as **Swachha Bharat Abhiyan, Yoga, Global Tolerance week, Tree plantation, Food Distribution, Inclusive school visit, Blind School visit, Health check-up, English communication skills**……etc. We have got 06 awards to the college & 11awards to the Principal for academic & outreach activities.

The college has its collaborations & linkage with local & global organisations like **AURORA, SPPU, SNDT, WPC, Schools, Colleges & NGO's.** We have 34 functional MOU's with several local & global organisations & educational institutions.

Schools – 11,Colleges – 07, NGO's - 06,Universities - 07,International organizations – UNESCO(Chair -WPC), Knowledge partner for G20-W20, ,Educational Institutions – Indian Educational Institute

"MAEER's SDBED is upcoming as a shining star in Research & outreach activities".

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAEER'S SAINT DNYANESHWAR B.ED. COLLEGE
Address	Survey No 123/124 Dehu Phata Alandi Devachi Pune - 412105
City	Alandi Devachi
State	Maharashtra
Pin	412105
Website	www.mitsoer.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Surendra Chandrant Herkal	020-39875191	9850239630	-	principal.sdbed@mitpune.edu.in
IQAC / CIQA coordinator	Sanjay Popat Shinde	020-39875192	9850981187	-	sanjay.shinde@mitsoer.edu.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	28-05-2015	180	NCTE may issue revised order after implementation of NEP

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Survey No 123/124 Dehu Phata Alandi Devachi Pune - 412105	Rural	4	9071.28

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Education	24	Graduate from any discipline	English	100	96

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	4	4	0	8
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				2			
Recruited	0	0	0	0	1	0	0	1	2	0	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				6
Recruited	0	1	0	1
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				6
Recruited	0	1	0	1
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	1	0	0	0	0	0	1
Ph.D.	0	0	0	1	0	0	1	2	0	4
M.Phil.	0	0	0	1	0	0	2	1	0	4
PG	0	0	0	1	0	0	4	3	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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	Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	1	0	2

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	8	4	0	0	12
	Female	61	22	0	0	83
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	2	1	0	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	2	0	2	0
	Others	0	0	0	0
OBC	Male	0	0	0	1
	Female	2	4	1	6
	Others	0	0	0	0
General	Male	5	5	15	10
	Female	71	64	71	77
	Others	0	0	0	0
Others	Male	0	0	0	2
	Female	3	5	0	0
	Others	0	0	0	0
Total		85	79	89	99

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	MAEER's Saint Dnyaneshwar B.Ed.College has always focused on the holistic development of its students and the NEP 2020 gave further acceptability to this vision of the institution. MAEER's has already sanctioned the proposal of starting B.A.-B.Ed /B.Sc-B.Ed in July 2019.Savitribai Phule Pune University has given the No Objection Certificate for applying to NCTE for these courses. NCTE has started the pilot study from the academic year 2021-22. Soon they will open the portal of application for all & we will apply to get recognition of these courses. The institute has since the past several years highlighted the multidisciplinary nature of the teaching career and woven this into the

	transaction of the course through its curricular and co - curricular activities. The institution offers a range of flexible and advanced value added Courses to enhance students skills along with the existing curriculum from the point view of NEP in order to promote a more interdisciplinary approach.. Some of them are Human Rights, Emotional intelligence, Education 4.0 Technology, Employability Skills Enhancement Programme .The institution has given eminence importance to Value Education & Spirituality by organising conferences on Value Education & Spirituality. The college has organised a seminar on NEP 2020 in collaboration with sister institution.
2. Academic bank of credits (ABC):	Our college is affiliated to Savitribai Phule Pune University. University has implemented academic bank of credits. As per the directions of the university we have sent notice to the student teachers for registering in ABC.All our students have registered to ABC& we have sent the ABC ID's of student teachers to the university.
3. Skill development:	1.Skill development: MITSDBED is a teacher Education Institution where skills are focused at every stage.A teacher is the backbone of the school .Hence it is very much important for the student teacher to develop all his/her skills at B.Ed.level.We mainly focus on teaching skills communication skills,Technological skills,teaching skills & art & drama skills of the student teachers. Teaching skills are developed in the students by conducting multiple activities. 1.Teaching skills : Student teachers learn teaching skills from Teaching competency I & Teaching competency – II & Teaching competency - III 2.Communication Skills : Student teachers learn communication skills with the help of Language lab of through English Language software in which students can do practice of English language skills. Students organise various co-curricular & extra-curricular activities where they do anchoring & participate in the programmes. All students get multiple opportunities to present them in front of the audience through drama, group discussions, seminars, presentations. Students are motivated to organise engaging assemblies in which all students come forward with their presentations as it is mandatory for them all to participate. Students are given multiple opportunities to perform on and back

	stage during academic and cocurricular activities. 3. Digital skills: Digital skills are developed in the students under subject code BED111A) and through add on course Education 4.0 to Empower Teachers.Stuents get familiar with the use of ICT tools & use it in the class while conducting practice lessons or in internship programmes. Students learn to develop digital lesson plans and use of online Evaluation tools in the classroom. 4.Soft skills : Every day is a new day to learn something for student teachers.Under BED 209 Personality development programme is also organised for the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	1.The B.Ed. curriculum set by Savitribai Phule Pune University reflects the integration of Indian knowledge system.Indian education system, meaning ,principles & thoughts of education given by various educationists ,value system & philosophies are taught under the subject code BED 102,BED 111B), BED112, BED 201, BED 202, BED 203, BED 204, BED 208, BED 209, BED 211, BED 212 Students reflect upon the thought of various Indian and western philosophers and explore the implications of the concepts involved in educational practice. Students are taught Epistemological basis of the society and its integration in their daily practice. 2. Students are being taught socio cultural backgrounds of Indian education system and they are given opportunities to reflect upon the social and cultural issues of Indian Education. 3. Inculcation of Indian Ethos and values is imbibed in the curriculum structure. Under course 111B) Indian cultural festivals are celebrated in the college. Celebration of festivals is being divided in all the diary groups and a feeling of integration and vasudhaiva kutumbkam is created among all.
5. Focus on Outcome based education (OBE):	1.The curriculum provided by the NCTE & SPPU is on outcome-based education. We have structured course outcomes of B.Ed. program on the basis of the syllabus and curriculum. 2.Engagement of student teachers in all the activities are essential in B.Ed.course.It help to create classroom situations energetic and appealing. Only theoretical concepts can never avail the demand of teaching field. To make the student teachers allrounder we give opportunities to student teachers to participate in co-curricular & extra-curricular activities. Academic calendar is planned by considering all activities to be

	conducted before starting of the academic year. Activities are designed accordingly in the begining of each session . 3.Subject teachers are very prompt in their teaching. Teachers conduct various subject activities in and outside the classroom to ensure the attainment of subject specific objectives and Learning outcomes. In the orientation programme of each subject teachers Objectives are predefined to the students in the beginning of each concept and teaching and related activities are planned accordingly. Teacher educators conducts various educational practices to ensure the holistic development of student teachers. Teachers use question answers, use of various IT softwares, group discussions & multimedia presentations in the class while teaching. To ensure the outcome-based education teachers give practicals, seminars, assignments, projects & presentations to the student teachers. Teachers conduct some innovative pedagogical practices in the class like Think Tank activity, Pair Share, Concept mapping, Mind map, Book analysis, debate, Role Plays etc. Students learn to perform individually as well in group. 4. Student teachers are being given the responsibilities to plan, organise & implement all the co-curricular & extra-curricular activities in the college. They are continuously involved various activities like poster making, identity card, certificates for events, stage decoration, anchoring, report writing etc. 5. Teachers evaluate the student teachers continuously in the form of practicals, presentations, seminars, assignments, written exams. Feedback is been provided to the students after each activity. Diagnosis &Remedial teaching is also planned for the weak learners as per their needs.
6. Distance education/online education:	1. B.Ed.course is full time course & there is no provision of distance education in MAEER's SDBED.As per the rules & regulations of Savitribai Phule University all classes will be done via offline mode. 2. MAEER's SDBED held online classes during Covid-19 Pandemic situation in 2020 to 2022. Online platforms like Zoom and MS Teams were used for the conduction of classes and for organisation of various co-curricular activities. 3. FDP's & webinars were conducted via online mode. 4.LMS is used to share notes and study material with students. 5.MAEER's SDBED is a local chapter of

	SWAYAM. We always motivate our students to take admission for online certificate courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, MAEER's SDBED has a special Electoral Literacy club with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. The aim of ELC is to provide the students with a platform to engage them in activities and hands on experience to sensitize them on their electoral rights and familiarize them with the electoral Process of registration of new voters, removal of names from lists, registration of deaths, change of constituency etc. Objectives of Electoral Literacy Club: 1.To educate the targeted population about voter registration, electoral process & related matters. 2.To facilitate EVM & VVPAT familiarisation & education about the strength of EVM as well as the integrity of the electoral process using the EVM's. 3.To help the target audience to understand the value of their vote & exercise their rights to franchise in a confident, comfortable & ethical manner. 4.To harness the potential of ELC members for carrying the electoral literacy in communities. 5.To facilitate voter registration for its eligible members for carrying the electoral literacy in communities. 6.To develop a culture of electoral participation & maximize the informed & ethical voting. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing.… etc programs which create awareness regarding electoral procedures.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The Electoral Literacy club has student co-ordinator & faculty member co-ordinator appointed by the Head of the Institution. The executive committee include the Principal as the head of all clubs & committees followed by a convener usually an Assistant Professor from the college along with two student teachers. Sr.No. Year Faculty Co-ordinator Student Co-ordinator 1 2018-19 Asst.Prof.Angad Jawale Ms.Meenakshi Sablika 2 2019-20 Asst.Prof.Angad Jawale Ms.Astha Singh 3 2020-21 Asst.Prof.Angad Jawale Ms.Anita Rao 4

	2021-22 Asst.Prof.Angad Jawale Mrs. Anjali Varma 5 2022-23 Asst.Prof.Angad Jawale Mrs.Reenu Rahangdale Faculty coordinator along with the Principal & student co-ordinator do their best & try to achieve the goals they have set. The Electoral Literacy club organizes various programmes throughout the year.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	MAEER's SDBED Electoral Literacy Club has worked meticulously for creating the awareness with respect to creating awareness in the community as well as working on notices/activities issued by the office of Chief Election Officer. To aware the student teachers & community about electoral literacy we organize several activities like constitutional day, youth day, voter's awareness program, legal awareness program and voter's registration drive for adopting the values, rights, duties, and responsibilities of citizens. Our college conducts the constitutional day on 26th November every year and give pledge to all students and staff members regarding spreading the awareness among the community. The college conducts a special speech on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations under the ELC every year. The students were asked to spread the message of voting rights awareness in their nearby areas. The Election Commission of India launched a "Voters Helpline App" to educate, aware & solve queries of the citizens of the country regarding elections & voting patterns. The student teachers have downloaded the voting helpline app & inspired others in their neighborhood to do download the app & get aware about electoral literacy.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	MAEER's SDBED has taken various initiatives through the Electoral Literacy Club in order to conduct mass drives for creating awareness among the community related to Electoral Rights & Duties. The YouTube video links related to electoral literacy were shared to all the students of B.Ed.. The posters related to Electoral literacy were displayed on the notice board & shared with the students via social media. The students were further asked to share these details in their other social groups to aware the community about electoral literacy. We have celebrated: 1, National youth day: 14th Jan. 2.National voters' day – 25th Jan. 3.Constitution

	Day: 26th Nov. 4.Voter Registration Campaign Programme: 21-24 Jan. MAEER's, SDBED has conducted a special program – Voter Registration campaign 1.Enrollment of new elector/voter 2.Linking of Aadhar No. with voter ID All students who have completed 18years from the MAEER's MIT campus & the students & nearby community was informed about the campaign & asked to register themselves as a voter. The website link was provided to the student teachers along with the procedure. Student teachers helped the students from the camps & community to register them as a new voter.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	MAEER's SDBED college is an undergraduate college. Students who have completed their graduation are eligible to take admission for B.Ed. course. Their average age is 21+ .Almost all our students are registered as voters. As per the instructions of Chief Election Office & Savitribai Phule Pune University we always update our student teachers through notices, WhatsApp & by providing You tube links. We always tell our students to update their voter ID's regarding change in constituencies, change in address & new guidelines & procedures.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
185	183	179	160	113

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
89	78	90	81	28

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
86	64	88	76	27

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
95	99	89	79	85

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	9	8

File Description	Document
Institutional data in prescribed format	[View Document]()
Copy of the appointment orders issued to the tea	[View Document]()

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	[View Document]()
Any other relevant information	[View Document]()

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
15.5428	14.801	12.06	18.266	20.35

File Description	Document
Audited Income Expenditure statement year wise d	[View Document]()

3.2

Number of Computers in the institution for academic purposes..

Response: 83

File Description	Document
Invoice bills of purchase of computers	[View Document]()
Copy of recent stock registers	[View Document]()

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences.

MAEER's SDBED reviewed the curriculum with the aim of *holistic development* of students and *enhanced employability*. Our college being affiliated to **Savitribai Phule Pune University**; strictly follows the curriculum prescribed by the above said University. Although, we do not have autonomy in setting up the curriculum; but the curriculum is being taught regularly under surveillance as suggestions and comments are invited every year from the stakeholders.

Our college has regular in-house practice of planning and implementation of curriculum offered by the university. Some of the good practices are as follows:

IQAC Meetings-

IQAC committee of our college is very attentive towards the curriculum. Before the commencing of every academic year main agenda points for the entire session are being discussed and Plan of Action is formulated. Every year IQAC plans and prepares *Academic Calendar* of the college keeping in mind the calendar of the university. It is published on the *WhatsApp group* of students & displayed on the *website & LMS*.

- Before commencement of the Academic Session, all the stakeholders are oriented towards the curricular and co-curricular activities. Students are oriented with the course overview at the time of *Orientation Programme*.

Curriculum Development Committee: - A curriculum Development committee is established, consisting of Administrators ,well known persons from Education, Research, Industry & Social work , faculty members ,student teachers and possibly all other stakeholders. This committee is responsible for overseeing the curriculum development process.

Reviewing existing curriculum: The committee conducts a thorough review of the existing curriculum, considering its strengths, weaknesses, and relevance to the local context. They identify areas for improvement and gather input from teachers and other stakeholders regarding their experiences and observations.

Besides reviewing the curriculum prescribed by SPPU, Curriculum Development Committee reviews

already existing add-on courses and plans for addition of new add- on/ value-oriented courses/Certificate course as per the needs of the society. As per the revised syllabus, periodic meetings are also held for availability of referral books and various study material (e-content as well as printed journals etc.) for students in the library.

Academic calendar gives an overview of B.Ed. course. It includes observation & celebration of all days having national and social importance.

Time Table is prepared on weekly basis which is a balanced mix of curricular and co-curricular activities.

Regular faculty meetings on curriculum planning, transaction and delivery are held. Every meeting that is conducted is minuted and shared with the faculty.

Documentation – Event Reports, Lesson plan diaries, simulation diaries every event is documented and filed properly.

Assignments, Internal Examination-Assignments based on curriculum are given to check

their academic progress. Internal examination is planned as per university guidelines.

Internships- Schools are connected through mail and personal visits, discussion with school authorities on curricular, CCA and other related tasks are undertaken.

Local context/ situation - is being taken into consideration in implementing the curriculum.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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 last completed academic year

1.   **Faculty of the institution**

2.   **Head/Principal of the institution**

3.   **Schools including Practice teaching schools**

4.   **Employers**

5.   **Experts**

6.   **Students**

7.   **Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1.   **Website of the Institution**

2.   **Prospectus**

3.   **Student induction programme**

4.   **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 111.11

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
36	23	19	22	20

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
27	22	19	22	18

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 2.4

1.2.2.1 **Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	3	2

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 54.51

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2022-23	2021-22	2020-21	2019-20	2018-19
95	99	89	79	85

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

    1. **Provision in the Time Table**
    2. **Facilities in the Library**
    3. **Computer lab facilities**
    4. **Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 51.34

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
91	91	81	79	79

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

A fundamental or coherent understanding of the field of teacher education

MAEER's SDBED college takes great pride in offering a comprehensive curriculum that covers all aspects of teacher education. Our foundational courses delve into the *philosophical, psychological, and sociological* aspects of education, laying a strong bedrock for our prospective teachers. These courses equip students with *fundamental knowledge* about the art of teaching and the field of teacher education.

To complement this foundational understanding, we provide specialized instruction that hones the procedural knowledge necessary for teaching at various levels of school education. Students are guided in their chosen specializations, empowering them with expertise specific to their desired educational path.

To ensure a smooth transition into regular classes, we conduct an induction program that familiarizes students with the objectives and activities of our esteemed teacher education programs. This program serves as a compass, directing their focus towards the core principles and practices we uphold.

Our curriculum places a strong emphasis on cultivating a deep understanding of learners from a *psychological standpoint*. This approach enables our future educators to assume multifaceted roles, seamlessly transitioning between facilitators, philosophers, friends, and learners themselves.

We make sure to enhance our students' learning experience through various engaging activities. One way we do this is by organizing guest lectures where experts from different fields share their knowledge with the students. These lectures complement the information in their textbooks, giving them a broader understanding of the subjects.

Furthermore, we introduce our students to modern learning platforms like **SWAYAM**, which provide access to a wealth of educational resources from around the world. This exposure helps them excel and expand their knowledge beyond the confines of traditional materials. To encourage active participation and creativity, we also conduct **brain-storming activities**, where students are motivated to express and share their opinions openly. These activities foster a **dynamic learning environment** and empower our students to become confident and **well-rounded individuals.**

Capability to extrapolate from what one has learnt and apply acquired competencies

The second layer of our curriculum, known as pedagogy courses, plays a vital role in nurturing aspiring teachers and empowering them with essential skills and knowledge to become effective educators. These courses encompass the aims and objectives of teaching and learning, teaching methodologies, and student evaluation, thereby paving the way for the acquisition of teaching skills.

Our college aims to create the ability to *communicate* and *transform learners*, and this is achieved through careful planning of learning experiences, thorough preparation, and the proficient utilization of teaching-learning materials. Moreover, we ensure a high level of interactivity within the classroom by employing appropriate methods and techniques, fostering student engagement, and incorporating suitable formative and summative evaluation techniques.

In our college, we believe in providing students with valuable opportunities to learn and grow as *future educators*. One way we do this is by allowing them to observe their peers and other teachers in action. By watching these experienced educators in the classroom, students can gain valuable insights into effective teaching methods and strategies. This helps them develop a deeper understanding of how to engage students and create a *positive learning environment.*

Moreover, we ensure that our students get ample chances to put their teaching skills into practice. Through microteaching sessions, internship programs, and practice teaching opportunities, students can actively engage with real students and apply the knowledge they have gained. These hands-on experiences allow them to refine their teaching techniques, build confidence, and receive constructive feedback from mentors and peers. By offering such supportive and enriching learning experiences, we aim to foster a new generation of passionate and competent educators, ready to make a positive impact in the lives of their future students.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and

Communication Skills, Collaboration with others etc.

In addition to providing a solid theoretical foundation in child psychology, curriculum development,

inclusion, and other contemporary topics, our institution places a strong emphasis on refining teaching skills. We believe in preparing our student-teachers for ***real-world classroom experiences*** through a rigorous pre-internship program. This program includes various strategies such as microteaching, simulated teaching, discussion plans, the creation of teaching-learning materials (***TLMs***), and ***ICT*** integration plans, among others.

One of the key aspects of our training is the preparation of lesson plans using evaluation and constructivist approaches. Our student-teachers learn to design lesson plans that promote active learning, critical thinking, and student engagement. Simultaneous feedback is provided to student-teachers, enabling them to make continuous improvements in their teaching practice.

The skills acquired during our training program are not limited to the classroom. We encourage our student-teachers to engage in reflective journal writing and participate in various projects where they can apply their knowledge. This hands-on approach helps them gain a deeper understanding of educational concepts and their practical applications.

At our college, we believe in offering a well-rounded learning experience to our student-teachers. We ensure a balanced approach that combines theoretical knowledge, practical skills, and research opportunities. Through focused efforts on refining their teaching skills and providing ample chances for real-life application, we equip our student-teachers to be competent and self-assured educators. We want them to be fully prepared to create a positive impact on the lives of their future students.

In addition to academic development, we emphasize the nurturing of emotional intelligence, critical thinking, negotiation and communication skills, and collaboration. These essential competencies are crucial in today's educational landscape. Along with traditional classroom learning, we encourage participation in various events such as celebrating special days, engaging in Swachhata Abhiyan (***cleanliness drive***), participating in tree plantation activities, and competing in sports meets. These experiences not only enhance their skills but also foster a sense of responsibility, teamwork, and community engagement.

Overall, our college offers a holistic and coherent understanding of the field of teacher education. Through a thoughtful blend of foundational knowledge, specialized instruction, and hands-on experiences, we strive to produce skilled and empathetic educators who are prepared to excel in their ***teaching careers and contribute positively to society.***

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

MAEER's SDBED fosters education from the point view of Vasudhaiva Kutumbkam.We try our best to familiarize students with the diversities in school system in India as well as international & comparative perspective.

* Development of school system:

We always take efforts to make the students familiar & interact with various state, national & international boards of the globe. This reflects through our practicals, special sessions on the *curriculum of different boards*

In the course BED 202 Knowledge & Curriculum and Language Across the Curriculum students get the experience of doing the comparative study of different boards (**SSC, ICSE CBSE, & IB**) through actual visit to these schools. In course BED 201 Quality and Management of School Education students study the school management and the infrastructure in school by *visiting schools of various boards.*

*Functioning of various Boards of school education:

While giving orientation & teaching the comparative study of different boards to the students we call our alumnis/ Principal/Hr managers who are working in different educational boards in India & abroad to provide information about functioning of the respective boards. Whenever student visit the concerned school for practical purpose, he/she could she the functioning of the school & prepare a report based on it.

*Functional differences:

Sessions of course in charge, alumni / Principal/Hr managers regarding the board information & their interactions with students as well as school visits help the students to get the difference between various boards.

*Assessment systems:

We give opportunity to our students to conduct their practice lessons & internship in various board schools. They learn the assessment system of that board. Students write the diverse needs of the students & conduct diverse need-based lessons. They prepare unit plan; unit test accordingly & test the students.

*Norms and standards:

Every board has its own norms & standards. Schools follow those norms & standards. Each school has its own speciality. They create their own standard in the society. When students visit these schools, take practice lessons, conducts internship & interact with the authority of the schools & compare the boards while writing practicals, they get familiarized with the norms & standards of that board.

*State-wise variations:

As our college is an English medium college we have several students from various states.Our alumnis also get placed in various states. They share the variations of the schools of the states where they are working with the students via online or offline mode. Students who have taken education from other states also share experiences of their school & board in the class which help everyone to know about the variations in the schools of various states.

*An international and comparative perspective:

We have linkages at international level. We organise online sessions of international teachers for students to get know about international schools in other countries. They interact with students & let know them about the functioning of those schools. Our alumni from international schools interact with the students & discuss the comparison between *state, CBSE, ICSE & IB board schools.*

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The institution ensures development of necessary *pedagogical skills* in the student-teachers. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at micro level.

Initially student-teachers are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, student-teachers are provided platform for practicing micro teaching skills during which they practice and master the skills as per the B.Ed. curriculum. After, equipping the student-teachers with the micro teaching skills, they are sent to schools for their Practice teaching and internship programme, as per prescribed syllabus with the objective of *maximum professional understanding.*

During internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school. As per the timetable allotted by the School Principal, they plan their lessons and all the required activities.

Their lessons are supported by number of audio visual aids catering to diversity in the classroom. They prepare variety of *lesson plans (Herbertian)* according to the diverse learners and teach accordingly. T he interns ensure better understanding of theoretical as well as practical aspects of subject matter of students through *various teaching-learning strategies. Cooperative learning approach, peer-tutoring and experiential learning* are used to embed students with values like cooperation, sharing responsibility, sympathy and respect towards society at large along with understanding of the concepts.

Teaching practice is a skill improvement as well skill development process with hands- on experience and teaching as a profession. The interns not just teach in schools but they become a part of the total system by participating in different co-curricular activities like morning assemblies, celebration of important days, school functions etc.

Interns not only consolidate curricular experiences but also co-curricular experiences. Besides above mentioned curricular and co-curricular activities, interns also apply the knowledge in maintaining result records, attendance register, admission register, stock register etc. They construct and administer the achievement test in their respective pedagogy subject. They conduct action research in the schools and get well acquainted with the research process and techniques. They do perform their duties with utmost respect for the teaching profession.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 89.4

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 68

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
38	37	35	31	29

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Any other relevant information	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)
Any other relevant information	[View Document](#)

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..

Response:

- MAEER's SDBED use its innovations & creativity for identifying various learning needs of the students at entry level through following ways.
- **Admission Procedure**: - Every year college strictly follows B.Ed. admission procedure as per the instructions given by the Centralized Admission Process (CAP) Government of Maharashtra.
- **Document Verification & Personal Interview: -** At the entry level college admission committee conducts personal interviews of the students to bring out the readiness for the professional education: Aspirations, strength and areas that need improvement. The documents and certificates are verified by the members of the college level admission committee during the interview.
- **Student Profile: -** A student profile is collected in which the aspirations of the students and the areas where they would like to improve are identified.
- **Orientation Programme: -** College organizes orientation programs for each batch at the commencement of the session to identify the students' needs, interest areas and to assess the students' outcomes. One week is set as an orientation week for tuning the students to B.Ed. course. The faculty members and invited guests interact with the students to offer the student teacher's cutting edge initial moment in their professional development. The motivational sessions in the initial orientation week develops intrinsic stimulation in the student teachers to warm up for a process of transformation.
- **Self – Introduction :-** Self-introduction of the students in the optional and general classes offer an opportunity for the teachers to penetrate the inner dispositions of the student teachers and pinpointing of the talents of students that give them an edge in the teaching career.
- **My Talent & My Pride: -** Every academic year commences with very interesting activity that is "My Talent & My Pride". All students are provided the opportunity to exhibit their talents which will give a clear idea about the personality and talents of the teachers. It helps them to showcase their talents.
- **My Team & My Pride: -** This activity helps the students for better understanding through SWOT analysis.
- **Life Map: -** Students are supposed to present a Life Map as a part of the Psychology curriculum. This gives a bird's eye view of the environmental and developmental factors that have contributed to the personality of the student teachers.
- **Innovative Morning assembly: -** Every day the classes commence with Innovative Morning assembly. It gives ample opportunities for the students to come to the leading age of the academic activities and to play a leadership role. The thought for the day act as an opportunity to reveal the self and value system of the student teachers.
- **Oxford Happiness Questionnaire: -** The happiness scores of each student are assessed by administering a questionnaire.
- **Learning Styles Inventory (LSI):-** College adopted learning style inventory (LSI) to identify students learning style (Visual, Auditory & Kinesthetic). At the beginning of the academic year college collects data on the basis of Learning Style Inventory (LSI). This database helps the college to identify students learning style.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 23.13

2.2.4.1 **Number of mentors in the Institution**

Response: 8

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

The **academic plan** of MAEER's Saint Dnyaneshwar B.Ed. College is **learner-centered.** The goalis to impart up-to-date knowledge, acquaint students with the **latest research** and empower them to apply their teaching skills, mentoring skills, and life skills to develop innovative solutions to present day problems.

The B.Ed. course incorporates numerous learning methodologies and strategies in order to get the learning outcomes. In normal classroom teaching teachers use various methodologies like experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies.

In all courses, student teachers are encouraged to make power point presentations, individually or in collaboration with peers to promote independent learning. Classroom assignments and projects emphasize individual thinking over received knowledge. Emphasis is always on nurturing questioning, searching for answers, and acquiring information from various sources to enhance their critical thinking.

Student teachers also get opportunities to enroll themselves in various self-study courses. They are motivated to construct the knowledge on their own. Many students are engaged in developing e-content. For instance, creation of website, uploading content on various e-platforms etc.

Educational visits and field visits to Institutes or Special schools etc. are conducted to enrich the teaching-learning process.

The college organizes guest lectures, workshops, seminars, and other co-curricular competitions to enable the students to interact more closely with renowned experts, academicians, and research scholars. The college has well equipped laboratories in the disciplines of Computer Science, Biology, Chemistry and Psychology.

EXPERIENTIAL LEARNING

The teaching faculty of B.Ed. College utilizes experiential learning approach. The main objective of this approach is to sensitize the students regarding new experimental learning

techniques. It not only makes the learning-teaching process effective but also enhances the learning abilities of the students.

PARTICIPATORY LEARNING

Student-teachers actively participates in various activities such as classroom Seminars, Group discussion, Role-playing, Art and drama in education, Field visits, Project work, and Case-studies etc.

PROBLEM-SOLVING METHOD

The college utilizes problem-solving method in order to inculcate creativity, critical thinking,reasoning abilities, logical thinking, decision-making power, analytical reasoning and scientific outlook among student-teachers. All the teacher educators are adopting this method successfully for enhancing learning experiences of the student-teachers.

We focus on the holistic development of the student-teachers outside the classroom through co-curricular, extra-curricular and field-based activities. The methods are

allotted to the student-teachers in order to promote interest in their field of specialization.

BRAIN STORMING

A brainstorming session was conducted in MAEER's SDBED, Alandi Devachi,Pune. The student-teachers focused on generating new ideas or solutions surrounding the

given topic, "Challenges in implementation of NEP 2020 in schools". Each idea was noted,explored, and

evaluated by the teacher educators without judgment or criticism.

Intensive group discussions & Online mode:

In various courses teachers use group discussions to make the students self-reliant. Teachers work as a facilitator & make discussion successful.

We use Microsoft Teams, Edmodo, LMS as an online mode for teaching. Teachers use various digital tools like mentimeter,Kahoot,Quizziz… while teaching.

Thus, Multiple mode approach to teaching-learning is adopted by teachers.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 91.49

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2022-23	2021-22	2020-21	2019-20	2018-19
9	09	09	8	8

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

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2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 185

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of resources used	[View Document](#)

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

The responsibility of any teacher education institution lies not merely with transacting the theoretical content but essentially in developing right professional attributes. MAEER's Saint Dnyaneshwar B.Ed. college aims at cultivating the same through diverse activities and curriculum.

WORKING IN TEAMS

Working in a team has always been an integral part of our college. *Peer activities* and different *group activities* were conducted under the guidance of Tutors/Mentors. The activities are assembly, Micro-teaching, Team Teaching, Co-curricular activities and Social Service programme, Group Discussion and Drama Presentation, Model making on the theme 'Vasudhaiva Kutumbakam' and INTEL-ICT Practical.

Teamwork encourages a common goal, helps to build trust, cultivates effective communication, improves problem solving skill among the students. Continuous mentoring builds healthy relationships among students and teachers.

DEALING WITH STUDENT'S DIVERSITY

Teacher prepares an Annual plan by considering VAK Learners. In the Beginning of the academic year Annual plan is sanctioned by the College Principal. Along with this teachers also plan different activities related to their courses excluding compulsory courses, where students get different exposure. Different techniques used by the teachers considering VAK learners: These are, Mind mapping, Field Visits, Use of PPT's, Lecture Cum Discussion, Group Discussion, Seminar, Inductive-Deductive Method, Project Method, Problem Based Learning, Role Play/Drama etc.

Hands-on experiences were also given to the students, so that they can learn how to tackle diverse classes. Orientation is given to the students on *How to prepare lesson plans for diverse need based learners?* Under the guidance of their mentors/Tutors they prepare two lesson plans and conduct them during Internship Programme. **Case study** is also conducted during the internship Programme. Students understand innovative methods of teaching keeping in view the learning problems of the children through *Inclusive School Visit. Different Value added Certificate Courses on the basis of students choice run by the college*

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES

Maintaining professional behavior is essential for creating a conducive and respectful workplace environment. Our conduct not only influences the learning experience of students but also impacts on colleagues and the institution. Every year *College Principal provides guidance* to the faculty and staff Members . The Teacher Orientation Programme on PLO's and CLO's gave insight to the teachers regarding achievements of the learning outcomes. The International Conference on **'Vasudhaiva Kutumbakam'** and International Yoga day Celebration represents our shared desire for "One Earth, One Family, One Future."

BALANCING HOME AND WORK STRESS

Accumulation of stress from different corners of family and institution will destroy the teacher's personality; hence the college organized a workshop on 'stress management'.***Mentor-Mentee meeting*** held once a week, to solve personal and professional problems of students through grievance cell.

Through healthy ***Tutor-Ward interactions*** college tries to develop professional attributes among the students.

KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION

Staff members are ***encouraged to attend*** orientations, refresher courses, Induction Training Programme, workshops,Seminars, FDPs and Short Term Courses organized by government and non-governmental organizations. College always motivates the teacher to publish research articles/ Chapters/ Books in the authentic Journals and Publications.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1.   **Special lectures by experts**

2.   **'Book reading' & discussion on it**

3.   **Discussion on recent policies & regulations**

4.   **Teacher presented seminars for benefit of teachers & students**

5.   **Use of media for various aspects of education**

6.   **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.7

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

Response:

MAEER's SDBED has developed an innovative learning process to nurture creativity, innovativeness, intellectual & thinking skills, empathy, life skills…etc among the student teachers.

We always plan activities in such a way so that student teachers could get the opportunities to show their innovativeness & creativity…. etc.

Two cases showcasing teachers' efforts to absorb above mentioned skills are as under:

*Case I – Case study - As a part of the BED Course 101: Childhood & Growing Up student teachers would have to do a case study of an adolescent child.

Student teachers have selected adolescent child as their case from 13-18 age group. They have observed the adolescent child's behaviour and interacted with the family members of the child with the prescribed points. Student teachers study the history of adolescent child by taking interviews of family members of the child. Teacher educators use to discuss the case study format with the students.

Students are free to use their creativity & innovations while doing the practical.

Student teachers submit & present the reports.

Student teachers study all kinds of development among the adolescents & give their conclusions.

This type of experience which the students get through case studies helped them for understanding the adolescents & developing empathy.

Student teachers complete this practical generally in internship programmes or they might select an adolescent from their neighbourhood.

Through the case studies the students identified that various characteristics & development among the adolescent children.

This type of experience of doing case study of an adolescents help the student teachers in their teaching life to understand the students & to develop empathy.

*Case study II - Internship programme:

The internship programme provides an opportunity for the student teachers to implement the skills and techniques of teaching before working as a full-time teacher in school.

Internship develops the professional skills of the forthcoming teachers among the student teachers.

MAEER's SDBED always try to select the best schools for the student teachers for internship. Before going for an internship programme student teachers get the orientation regarding making of lesson notes for **diverse need-based students** in the 1st year.

Student teachers get involved in the school in various classes & find out the diverse need-based students. After discussing with the class teachers & mentors they make the lesson notes for their lessons based on the needs of these student teachers & conduct these lessons in the concerned classes.

The student teachers nurture creativity & innovations in internship by organizing several curricular & extra-curricular activities in school. The student teachers plan for various activities & develop lesson notes, unit tests, blue prints by using their intellectual & thinking skills. Students learn life skills through this internship programme in school as a community.

Student teachers assist the school teachers in their work. They help them in the assessment work also. After completion of internship programme student teachers use to give the presentation in the class. They sit in the class & hear the experiences & the reflection of internship of their peers. Through this they understand each other's thinking ability. Principal & the faculty members give the overall feedback as per the group presentation. This presentation sharpens their thinking skills & enhances their presentation with

advanced ideas, and sprouts their creativity.

*Case III - Annual gathering Kshitij, co-curricular activities & sports, yoga & meditation throughout the year –

MAEER's SDBED organizes Annual gathering Kshitij showcasing students' creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. Our B.ED. students along with the teacher educators & Principal plan, organize and execute the annual gathering Kshitij & all co-curricular activities. The cultural in charge guide them accordingly. guidance of faculty cultural committee in charge. The theme of this annual gathering Kshitij was Vasudhaiva Kutumbkam .

The objectives of these cultural activities throughout the year were to showcase the students' talents, learning to work in group, learn to organize event, learn to prepare criteria of judgement, to appreciate cultural heritage of India and to contribute to the cultural heritage by ones' own inputs. In co-curricular activities student teachers have done poem recitation, poster making, photography, creative writing, solo

dance, group dance, singing …etc. All students participated enthusiastically in the activities.

Students' participation in the co-curricular activities encouraged them to come up with innovative ways of execution of different activities, problem solving, creativity with a focus on holistic development.

Student teachers works in their diary groups which helped them in enhancing their empathy and sympathy for others.

Throughout the year we organise various co-curricular activities in the college so that all students will get the opportunity to participate in the activities. Each diary group have been given min. two activities within a year. The diary group is free to use their creativity & innovations in the programme. They divide the responsibilities among the group members. They decide the guest, programme schedule & the activities. Students includes rangoli, posters, songs, dances, dramas, quiz …etc in every programme.

These co-curricular activities developed necessary life skills, reasoning, creative thinking, and problem-solving skills among student teachers.

Sports & Yoga is the necessity of the present era. We have huge playground where most of the facilities are available for student teachers. They play Cricket, Volleyball, Basketball, Kho-Kho, Kabaddi…etc as outdoor games. Students have the facility of table tennis, carom board, chess as indoor games in free time.

We call experts of yoga for students to achieve physical and mental health benefits, while meditation is a practice that can be done with or without movement in order to focus and calm the mind. Students use to do meditation to develop their concentration power & to get themselves free from stress. Our students use this yoga & meditation in internship programmes to guide the school students from internship schools. It has created a very good impact on schools.

Hence, we have developed a very spectacular teaching learning process to nurture creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

      1. **Organizing Learning (lesson plan)**

   2. Developing Teaching Competencies
   3. Assessment of Learning
   4. Technology Use and Integration
   5. Organizing Field Visits
   6. Conducting Outreach/ Out of Classroom Activities
   7. Community Engagement
   8. Facilitating Inclusive Education
   9. Preparing Individualized Educational Plan(IEP)

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**

3. Performance tests
4. Oral assessment
5. Rating Scales

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

MAEER's SDBED plans a very systematic, innovative & well organised internship program for student teachers as this is the rehearsal of their teaching career. We have focused on creating the attitude of Vasudhaiva Kutumbkam in our student teachers.Our students keep our words & impress the schools through their attitude & decent behaviour.

In F.Y.B.Ed. student teachers would have to complete 04 weeks & in S.Y.B.Ed. 16 week's internship.So we have made three phases of internship.1.Pre orientation 2.Actual implementation 3.Presentation .

*Selection/identification of schools:

Before conduction of internship programme internship in charge collects the data from the students about their current address, convenient schools & boards. Internship in charge visits those schools & take prior permission of the school for internship programme. Our alumnis help us a lot in getting the schools for internship.We always try to give the specified schools selected by the student teachers for internship.

* Orientation to school principal/teachers:

When internship in charge visit the schools, he meets personally to the Principals & teachers & give them orientation regarding the plan of internship, lessons, activities.. etc. He /She also provide information booklet to the schools regarding internship so that they will get the clear idea about internship programme & to keep the check on progress.

*Orientation to students going for internship:

Our college organize internship orientation for the student teachers where students get each & every kind of information regarding Diverse need-based lessons, Block teaching lessons, Unit plan, Unit test, Blue print, observations, co-curricular & extra-curricular activities, behaviour……etc.The list of schools, Group In charge, Group leader is also displayed before the orientation programme.Student teachers collect the time table from the concerned schools & make the lesson plans.

*Defining role of teachers of the institution:

Role of the teacher educators plays very important role in internship programme. Teacher educators play a role of a guide, mentor & in charge. They give demo lessons in their pedagogy classes, guide the students to make the lesson notes,blue prints & unit tests.They also take the reports of each day from the group incharge of the school.Group Incharge teacher educator visits the school for once in a week for F.Y.B.Ed. internship & once in 15 days for S.Y.B.Ed.Principal visits once to every school during the internship.

*Streamlining mode/s of assessment of student performance:

Student teachers take guidance for their lessons, unit plan, blue print & unit tests from in charge teacher via offline/online mode. After getting approval for the lesson note students fair it in their journals & conduct the lessons.

*Exposure to variety of school set ups:

MAEER's SDBED always provide exposure of variety of school to the student teachers. Student teachers were distributed in government, private, rural, and urban schools having State,CBSE,ICSE & IB boards with information booklets & guidance & instructions provided by the internship in charge.

After completion of internship in the presentation session student teachers present their internship experiences along with PPT & small video clips in the seminar hall in front of Principal,Faculty members & peers.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 2.34

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 38

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**

4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	[View Document](#)
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Monitoring of School Internship -

MAEER's SDBED is very keen towards the monitoring mechanism of internship. We always do an operative planning to monitor internship programme of F.Y.B.Ed. & S.Y.B.Ed. student teachers. We make students to face real classroom challenges meticulously during school Internship Programme.

Role of teacher educators

Every teacher educator is assigned with eleven to twelve student teachers during the internship and twice a month they have a compulsory visit to the internship schools where they use to check student teachers' lesson plans and teaching aids. They also observe the

classroom teachings of the students.They encourage and appreciate the students for their work.

After the visits to the schools teacher educators submit their feedbacks to the Internship Incharge & the Principal. During their visits they interact with the school Principals and school coordinator appointed by the principal to obtain feedback on the performance of the student teachers.

Role of school principal

The school principal appoints a school coordinator or senior school teachers to take care of student teachers as an internship coordinator. These co-ordinators allot time table to the student teachers. The attendance of student teachers is monitored everyday by the coordinator & the principal.

The Principal conducts min. one meeting of student teachers in a month.He/she observes the overall performance and behaviour of trainees in the process of formation of the trainees. The

school Principal assigns proxy periods for student teachers and other additional responsibilities whenever required as per need of the school.

The school Principal observe the plan made by student teachers for co-curricular & extra-curricular activities. He allows them to conduct these activities as per the school rules & regulations.

The school Principal submit the feedback form related to comprehensive appraisal of student teachers, certificate, curriculum feedback and behaviour of student teachers.

Role of school teachers

The school teachers provide very beautiful academic and moral support to our student teachers. They allocate the teaching units & sub-units to the student teachers; they guide student teachers for making their teaching learning effective.

They also allow the student teachers to observe and criticize their own classroom teaching; this becomes a good learning experience. They write their feedbacks on the lesson notes of the student teachers.

Role of peers

Student teachers work in the school just like a team or a family. They observe the classes of each other and pass on the feedback to improve the quality of teaching. The observations and criticism are recorded in the observation diary. They conduct school assembly and other activities as a team and actively participate in the school events. A wonderful team spirit and mutual support are exhibited and developed in all possible ways.

Role of College Principal :

College principal visit the internship schools once in the internship period. He is in contact with the school principals & student coordinators regarding any problem they have.

He actively participates in post presentation of internship & give feedback to every group after their presentation through the wheel format observation rating scale.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School* Teachers**
4. **Principal / School* Principal**
5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)
Any other relevant information	[View Document](#)

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Link	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 58.75

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 53.19

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 5

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)
Any other relevant information	[View Document](#)

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 8.1

2.5.3.1 **Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 81

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

In house discussion on current developments and issues in education

Professional development can help to booster faculty's confidence in their work. Greater confidence can, in turn, translate into higher overall job satisfaction, faculty performance, productivity, and overall morale. Understanding this, our teachers update their professional knowledge and skills from time-to-time.

They *read recently published books and articles* related to their subject of teaching and other areas of educational interests. They share and discuss the recent developments & on-going issues in education during their informal interactions.

Some important issues are formally discussed in staff meetings and appropriate decisions are made.

They participate in *seminars, workshops, FDPs* conducted in the college.

They have *presented and published Research Articles/ Papers* in *State/ International Conference organized by the college*.

As per need of the staff members, the *IQAC/College/Campus organizes different sessions* in the college to update their teaching skills as well as current educational innovations. **e.g.** Teacher Orientation

Programme on **PLO's and CLO's**, **Creation of QR Code etc.**

Share information with colleagues and with other institutions on policies and regulations

Sharing information is a key part of education and freedom. Without them, we would be limited in our capacity to create and grow. Our staff maintain a cordial relationship with the **colleagues as well as** with staff of other professional colleges.

Faculty shares information by using the following modes,

Publications related to policies and regulations -Through Book publication, research article/Paper publication and Article publication in the newspaper we made content available to the public.

-College Principal has published a book on *CCE* & published a research paper in the UGC journal on *NEP 2020, SSA* and an article on '*100% Literacy*' in the Newspaper

- Some faculties have published research articles on *NEP 2020* in peer reviewed journals.

The International Project (European Union Funded Project) on 'Capacity Building Project in the field of Higher Education' aims to enhance the quality of the education for teacher training through the development and modernization of the courses that tackle *gender equality, respect for Human Rights, Democracy and Radicalism.* We are a member of this project.

Committee Members- University committees play an important role in *supporting strategic planning, quality assurance, policy development*, academic programme delivery, the student learning experience and research. Our college principal is a member of the *Board of Studies in 3 Universities, Moderation Committee Member and AAA* Committee member.

Orientation / Refresher course / Short Term Course -The course provides opportunities for serving teachers to exchange experiences with their peers and mutually learns from each other. Some of *our faculties have completed these courses* via online/offline mode.

FDPs/Workshops - Along with the in-house FDPs and Workshops our faculties have also attended it from **different universities via online/offline mode.**

College principal has taken *guest lectures on CAS/NEP2020/Gandhi's Nayi Talim.* He was also a Chairperson for the National and International Conference on NEP 2020.

 WhatsApp groups of the University and different organizations/committees where our faculty share and discuss the recent developments and issues related to education.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

MAEER's SDBED assumes that evaluation of the students is an integral part of the teaching-learning process. The purpose of Continuous Internal Evaluation system is to improve knowledge, teaching competency and performance skills of the student teachers, encourages the students to progress continuously in the Academic Year leading to thorough understanding of the course, allows teachers to evaluate the performance of their students in accordance with the course objectives. CIE enhances the students' abilities and skills such as creative and critical thinking, working in a team, communication skill, leadership abilities etc.

We follow all evaluation norms prescribed by **Savitribai Phule Pune University** as we are affiliated to it.

Formative evaluation is done through class test, assignments, seminar presentations, practice teaching lessons, group work, community work, reports on field visits, internship, book review etc. Evidence of outcomes is witnessed through the achievement of PLO's and CLO's. Formative evaluation enhances teaching-learning skills, communications skills, classroom management skills, leadership skills, ICT skills, group work skills of the student teachers.

Summative evaluation is done through University Examination.

First Year & Second Year B.Ed.

BED 101 to BED 105 and BED 201 to BED 205: There are three activities (1. Course related Practical, 2. MCQ/Seminar/Assignments etc. 3. Preliminary Examination) conducted by the college during the academic year for continuous assessment.

BED 106 & 107: There are two activities (1. Course related Practical, 2. Preliminary Examination) conducted by the college during the academic year for continuous assessment.

Practical work is given under each course and written examination is being taken for internal evaluation.

BED 108 to BED 112 and **BED 206 to BED 211** - Prescribed activities are being conducted as per the syllabus given by the University.

BED 212: Open course on Combating Radicalization is approved by the university.

College does continuous comprehensive evaluation using evaluation tools given by the university& rubrics prepared by the faculty members.

In orientation programme college brief the students about evaluation process throughout the academic year. Academic Calendar gets displayed after the orientation programme on notice boards, college website & WhatsApp group.

Details of the evaluation tools:

Written assignments on variety of topics are given to the students which help in developing their writing skills and overall promote better language skills.

Teaching Competency Programme- College conducts various programmes to develop essential knowledge and teaching competencies among students.

Group work - All students are encouraged to participate in co-curricular activities,extra-curricular activities & **Community service** programmes to develop their talents, abilities, confidence, and creativity.

Seminar Presentations Students develop their knowledge, confidence, communication, and technological skills through seminar presentations as per the syllabus.

MCQ Tests are taken on the given syllabus of compulsory courses.

Book Reviews are conducted to encourage students, to develop reading habits and think critically on the books they have covered.

Preliminary exam is conducted at the end of the year. After result analysis feedback is given to the students. Remedial Classes are conducted for the weaker learners to update and upgrade their subject knowledge.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)
Link for additional information	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

MAEER's SDBED is an affiliated college of Savitribai Phule Pune University. Our college follows all rules & regulations prescribed by the university.

As per the rules college has appointed **College Examination Officer** to handle the examinations Department.

College has a very systematic **Student Grievance redressal cell.** CEO takes the whole responsibility of **students' grievances.** If any grievance occurs then students could contact to their mentors as well as they could directly contact to CEO.

*Internal Examination:

*At the time of orientation College Examination Officer or senior faculty conducts a lecture on the **assessment process about various internal & exams** to be conducted throughout the year.

*The preliminary examination schedule is displayed on the notice board & on LMS in advance before 15 days.

*The examination papers & answer sheets are made as per the **actual format of the university** so that students will get practice of writing the papers of the final examination.

*Teachers check the papers within a week & shows the corrected answer sheets to the students. The result is being displayed on the notice board .

*If there is any **grievance related to marks** then students directly contact to the subject teachers.

* After **solving the grievance** changes are being done & informed to the students & exam department.

*Internal Evaluation of Practicals & Activities:

*Orientation of the Practicals & Activities are being given to the students as per the schedule & uploaded on LMS. Students submit the practicals & activities in the given time. Day to day performance of the students is assessed which includes attendance, presentation and in time submission of assignments & participation in Internal assessment related activities. After checking the practicals & activities teachers return the practicals & activities files to the students. Marks are being shown to the students at the same time.

*University Examination:

College Examination Officer conducts a session regarding instructions & paper writing of final examination before the commencement of examination.

The university exam is conducted very strictly as per the rules & regulations of the university in the presence of external examiner.

At the time of exam if any grievance related to the university question paper like

out-of-syllabus, repeated questions, improper split of marks, marks missed, wrong question number, spelling mistakes then those are addressed to the CEO & Principal.They call to the university regarding the same, get the clarification & inform the students accordingly.

The result gets displayed on the university website. College informs the students to check their results. If there is any **discrepancy in the result** then they are directed to click on the university website

Login to there account & demand for photocopies of evaluated answer sheet.

If student come to the college, then examination department fill up their re-evaluation forms. Students get the scanned photocopies on their mail Ids. Afterwards as per their wish they may proceed for re-evaluation.

College takes feedback from the university regarding the hard copy of the reevaluated result so that the students could get their result in time.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

As per the circular regarding commencement of the B.Ed. course & schedule of Savitribai Phule Pune University MAEER's SDBED prepares its academic calander in consultation with Academic advisory committee based on the opening of the college, completion of syllabus, the teaching learning schedule (working days), co-curricular & extra-curricular activities to be organized, holidays, dates of course practicals, activities, internal exams, preliminary examinations…. etc.

The academic calander is being displayed on the website, notice board & staff room. Our college ensures the healthy environment to work according to the academic calendar.

*Academic schedule: On the basis of academic calander the time table in charge prepares the time table by incorporating curricular and Co-curricular activities. Time table in charge allot periods in the time table according to the credits of the courses & as per demands of the subject teachers. Subject teachers prepare year plans in advance and update syllabus completion report on LMS time to time.

For smooth conduction of academic activities faculty members prepare course files to catering to the objectives and learning outcomes of the course as well as to provide speckled learning experiences to the students.

Academic calander includes practicals, activities like Micro Teaching, Practice Teaching, Internship, MCQ Tests, Seminars, Presentations, Preliminary Examination curricular and co-curricular activities etc.

*Practicum (Micro Teaching, Practice Teaching,Internship, Practicals, Activities) :

The other modes of practicum are Micro Teaching, Internship, Practicals & Activities. As per the academic calander they are conducted in the college . Immediate feedback & marks are being given to them on their journals. Rest practicals & activities are being conducted & evaluated by the teacher educator during their class hours as per their convenience.

* Examinations:

As per the syllabus of the Savitribai Phule Pune University we conduct MCQ's for some subjects in activity – 02 & Preliminary examination at the end of the academic year before the final examination of

the university.

All internal examinations are conducted as per the norms & regulations of the university. We use to appoint paper setters from other universities for the compulsory papers. These paper setters set the papers & send us the soft copy of paper, blue print & model answer scheme. Students have been given prior notice along with the special session on How to write university papers? We have printed the special answer sheets in the format of Savitribai Phule Pune University. It gives the actual experience of writing university papers to the students in preliminary examination. Faculty members does the evaluation of papers. After evaluation they come to the college for moderation purpose also.

Once the moderation gets over answer sheets are shown to the students & final result get display on the notice board.

*Result Analysis: After the exam Result Analysis is done by the exam incharge & college examination officer.The result of the students is scrutinized by the Principal and feedback & aprreciation of the faculty members is being done in the IQAC meeting.Remedial teaching is scheduled & implemented as per the analysis.

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

MAEER's SDBED has an effective system of teaching learning process.The effectiveness of any teaching learning programs and courses depends on the program learning outcomes (PLO's) and course learning outcomes (CLO's). The institution offers programs and activities to the student teachers for their holistic development. Teaching learning and internal evaluation are aligned with the stated PLO's and CLO's in the following manner-

1. **Refection of PLO's and CLO's in the vision and mission of College**: The PLO's and CLO's of the B.Ed. course are reflected in the vision and mission of the college.
2. **Orientation of PLO's and CLO's for teacher educators**: At the beginning of the academic year the orientation programme was organized for the teacher educators to brief them about the PLO's & CLO's
3. **Syllabus orientation**: The syllabus of B.Ed. course was explained to make the student teachers

aware of the objectives, PLO's and CLO's of the B.Ed. Course.

4. **Continuous internal assessment:** The internal assessment is done continuously throughout the academic year for all the courses according to the stated PLO's and CLO's.

5. **Practice teaching**: Practice teaching activity ensures the achievement of stated learning outcomes. The student teachers are evaluated according to the criteria.

6. **Internship programme**: Internship programme encourages the student teachers to achieve the learning outcomes through conduction of various activities during the Internship program. The evaluation of student teachers' participation is done by the school teachers, school Principals and teacher educators to ensure the achievement of learning outcomes.

7. **Internal evaluation**: Internal evaluation ensures achievement of stated learning outcomes. Once the syllabus is completed, the internal evaluation is done through the submitted practicals and activities. The prelim examinations are conducted and on the basis of the results, the merit holder student teachers are felicitated at the college.

8. **Pedagogical approach**: For effective understanding of the learning outcomes, the Suitable pedagogical approaches are employed.

9. **Feedback**: Feedback from student teachers is taken to ensure the acquiring of PLO's and CLO's. The course exit survey was conducted for the second year students and the feedbacks collected are analyzed. The inferences are drawn from the analysis of the course exit survey form to ensure the achievement of PLO's and CLO's.

10. **Participation in activities**: Student teachers participate in various curricular, co-curricular and extra-curricular activities throughout the academic year and also conduct the activities during the Internship program.

11. **Teacher orientations**: The programs like Faculty development programs, teacher orientation programs, refresher courses, conferences, seminars etc. are arranged by the institution to enhance effective attainment of PLO's and CLO's.

12. **Community engagement programs**: The institution organizes various community related programs e.g. Swachha Bharat Abhiyan, Field visits etc.

The teacher educators are motivated to keep their subject knowledge updated according to the new trends in education. These programs also develop their communication skills, leadership skills and organizational skills.

Hence The teaching learning processes of our college are aligned with the stated PLO's & CLO's.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 93.17

2.7.2.1 Total number of students who passed the university examination during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
86	64	88	76	27

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

MAEER's SDBED's goal is to create to foster the idea of Vasudhaiva Kutumbkam by igniting young minds through harmony, values & spirituality. We always aspire & strive for excellence through teaching learning process. We sharpen the skills of our student teachers by providing them ultimate guidance & facilities they need to be the best teacher.We try our best to develop creativity,values,life skills,attitude & personality our students through daily teaching learning process.

We provide them training of using digital tools, using various methods while teaching & the knowledge of pedagogy. At the entry point we first check the happiness index of our students through Oxford Happiness Index Questionnaire. College organizes orientation programs to identify the students' needs, their interest areas and to assess the students' outcomes & life map to know the life history of the students. As per the needs of the students we suggest some changes to the university.

Principal along with the senior teacher prepares academic year plan as per the directions of the university. Then teachers make the PLO's & CLO's accordingly for the courses they are supposed to teach.

*Professional attributes:

B.Ed. is a professional course. We are making them ready to enter in teacher's profession & to be the

best teacher to make India Vishwaguru. By preserving our traditions we are also make them ready to face the challenges of 21st century. We pay attention towards their holistic development through Micro teaching, integration & Simulations lessons, Technology, based lessons, Team teaching based lessons & Models of teaching-based lessons, Practice teaching & internship.

To make them value oriented & updated towards this century we provide them value-based certificate courses like Education 4.0 technology to Empower student teachers, Employability skills Enhancement Programme, Inspiring Leadership through Emotional intelligence, Disaster management,..etc. To aware the students about new education policy we have organised NEP 2020 week. To make the students spiritual & value based we organise daily assembly,conferences on spirituality, International conference on Vasudhaiva Kutumbkam….etc. We use cooperative & collaborative learning & provide opportunities to students to enhance their skills through group discussions, drama, PPT presentations, seminars.

*Personal attributes:

MAEER's SDBED also take care to develop personal attributes of the students through special guidance to the students by mentor-mentee system, co-curricular & extra-curricular activities, group work & value-added courses. Students get exposure to show their hidden talent through regular co-curricular activities these activities & annual gathering Kshitij.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 59.55

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 53

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

MAEER's SDBED assess student achievement through various assessment tasks as per the learning needs of the students. Students holistic development is focused during the assignment.

We may explain this through the following.

S - Summative valuation

P -Practicing for constructivist teaching learning (Development of skills)

- Analysis of outcomes

B – By Formative Evaluation

*Summative evaluation :

Summative evaluation is done through BED CET exam, Preliminary examinations & University examination.

*Practicing for constructivist teaching learning:Assessment is done through (Micro Teaching)Teaching competency I ,II, Practice Teaching & Internship (Teaching Competency III), Enhancing professional capacities courses at 1st & 2nd year.

*Analysis of outcomes : Analysis of course learning outcomes & Programme learning outcomes is done through course assessment & course exit survey

*Formative evaluation : It is done through practicals & activities like assignments ,MCQ's, Powerpoint/Poster presentations…..etc.

*CET & ELCT Exam : State Common Entrance Test Cell Maharashtra conducts BED CET

examination to check the eligibility of the students to seek for the admission in teacher education colleges. Those who want to get admission in English medium colleges would have to face English language content test additional examination. As per their performance in the exam they get admissions in preferred colleges.

*Admission level : At the time of admission, admission committee interact with the students

to assess their needs and aspirations.

*Orientation Programme: - College organizes orientation programs for students to identify their needs, interest areas and to assess the students' outcomes. **Self-introduction ,My Talent & My Pride, My Team & My Pride,Life Map** activities are taken to assess , talents, communication skills, strengths, weakness, level of education , socio economic status, better understanding through SWOT analysis.Oxford happiness index test is being given to the students to assess their happiness.

*Formative evaluation throughout the year :

Once the student entered the college formative evaluation get started.He/she is evaluated through practical work, activities, assignments, seminars,presentations,MCQ's,Field visit report presentations,group work,book reviews,drama performances..etc.

The continuous comprehensive internal assessment is taken regularly and students' marks are recorded which helps to predict their academic performance.

*Practicing for constructivist teaching learning:

Students assessment is done through rating scales provided by the university. During Micro teaching, Practice teaching & internship, group in charge teacher educator/observers provide feedback that helps students in realising their shortcoming and know the strengths of their lessons. Group members also provide the feedback. These courses reveal the overall development of the students through the various teaching -learning and other

opportunities of progress and self-development.

*Preliminary Examination: Students academic intelligence is being assessed through preliminary examinations. After the result analysis remedial classes are being taken for weak learners & special classes are conducted for gifted students.Top three students are being rewarded by providing two additional books from library.

*Course exit survey: After completion of the course we take the course exit survey in which the student teacher assess the course as per the given points.Teacher assess the students through various feedback forms.This survey reflects how far their initially identified learning needs are catered by the college.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.92

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 1.8

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	4	0	1

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0.94

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.13500	1.62620	0.53592	0	0.92699

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Copyrights or patents filed	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 1.49

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	1	3	6

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 1.06

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	2	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 5.4

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
8	3	3	5	8

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 95.24

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
261	87	88	201	144

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 99.51

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
206	115	181	156	158

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Any other relevant link	[View Document](#)

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

MAEER's Saint Dnyaneshwar B.Ed. College, Alandi, has embraced a multifaceted approach to education by organizing impactful outreach activities that aim to sensitize students to pressing social issues while contributing to community development. These initiatives not only provide students with real-world exposure but also instil in them a sense of responsibility and empathy towards societal challenges.

Promoting Social Awareness and Responsibility: A Series of Impactful Initiatives

In its ongoing commitment to nurturing socially aware and responsible individuals, we have undertaken a series of transformative activities that address a range of pertinent social issues. These initiatives have engaged students in real-world experiences, fostering empathy, understanding, and a sense of duty towards society.

Field Visits and Experiential Learning: The college organized an array of field visits that immersed students in diverse social contexts, sensitizing them to the challenges faced by marginalized

communities. One notable visit was to "Snehalaya," an organization dedicated to supporting underprivileged individuals. Students embarked on this journey to witness firsthand the complexities of social issues, enhancing their empathy and understanding of societal disparities. This experiential approach proved invaluable in bridging the gap between classroom learning and real-world realities.

Language and Cultural Sensitivity: In collaboration with the Maharashtra Rashtrabhasha Prachar Samiti, an engaging field visit was organized.This initiative allowed students to explore the intricate interplay between language, culture, and society. Through interactive sessions and observation of activities, students gained insights into the practical applications of language propagation and cultural preservation. These experiences ignited their empathy and critical thinking, preparing them to address social challenges as future educators.

Environmental Consciousness and Community Engagement: Demonstrating a commitment to both environmental preservation and community engagement, the college organized a Swachh Bharat Abhiyan at the Indrayani River ghat. This initiative aimed to instil the values of health, hygiene, and environmental cleanliness among students and the local community.

Inclusivity and Spiritual Awareness: Recognizing the importance of inclusivity, an outreach program was held at the holy place of Alandi. The "Swachha Bharat Abhiyan" conducted there carried a profound message of cleanliness and health to the community. Moreover, the choice of Alandi—a place of spiritual significance—underscored the deep connection between spirituality and social responsibility.

Global Perspective and Unity: The pinnacle of these efforts was the "Vasudhaiva Kutumbakam" international conference. This conference, rightly named after the ancient Indian philosophy that views the world as one family, convened scholars, experts, and students to discuss pressing global social issues. Through plenary sessions, paper presentations, and cultural exchanges, the conference fostered cross-cultural understanding, inspired innovative solutions, and encouraged unity in diversity.

We have undertaken a commendable journey towards sensitizing its students to a wide spectrum of social issues. Through experiential learning, environmental initiatives, cultural interactions, and global conferences, the college has effectively instilled empathy, responsibility, and a global perspective among its students. These experiences not only broaden their horizons but also equip them to be socially conscious citizens who contribute positively to a better world. This series of initiatives serves as a shining example to drive positive change in society.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)
Any other relevant information	[View Document](#)

3.3.5

Number of awards and honours received for outreach activities from government/ recognized

agency during the last five years

Response: 6

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 9

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
19	10	6	5	5

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 17

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 17

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - 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

Response:

MAEER's SDBED college campus spreads over 4 acres in a beautiful and peaceful environment ideally situated at the pilgrimage place of Alandi near Indrayani River. It incorporates adequate infrastructure and physical facilities for teaching and learning.

Land details

Plot area: 1 H 64 R (6671.08 sq.mt)

Constructed Area: 3052.64 sq.mt.

Teaching- Learning facilities:

Classrooms

10 well equipped classrooms with seating capacity ranging from 60 to 120. All are ICT enabled. It ensures the comfortable accommodation of the students.

Laboratories

The eight pedagogy courses namely Hindi, English, Marathi, Mathematics, Science, Economics, History & Geography have got separate resource centres that enable the forthcoming teachers to produce and store the teaching aids. In addition to the above, the Science laboratory (Chemistry & Biology) for experiments, English Language laboratory for developing communication proficiency, Curriculum laboratory for constructing curriculum, rooms for performing arts and physical education and working room for art and craft resources are available.

Fitness Center, Sports Field & Sports Complex

A fitness center made available for the students to develop strength and stamina. It is equipped with basic fitness material. There are indoor games like Table Tennis, Chess, Carrom.There is a sports field (40000 Sq. Mts.) that includes courts for Basket-ball, Volleyball, Cricket and Kho-Kho.

Equipment

For better teaching-learning process, the institution possesses four interactive white boards, eight LCD projectors, two OHP's , one video and still cameras. The college has established thirty two CCTV

cameras.

Computing facilities

80 computers exclusively for the students with 2:1 student- computer ratio. A wired computing network system is in place that allows faculty members, staff and students to connect to the Internet. The computer labs powered by dedicated leased lines (50 Mbps) are open for the students to help them make use of the abundant learning information available on the Internet.

Library

The college library space is divided into five sections: Reading hall, Digital library, Open-stack, periodical and journal section. It is well equipped with reference books, online databases, journals and periodicals with educational and other general reading materials.

Seminar and Multipurpose hall

An ICT enabled seminar hall with 240 seats to conduct common guest lectures, seminars, workshops, conferences and other activities.

Other facilities

The college canteen serves a variety of foods at moderate rates. The college has outsourced a photocopier outlet to provide photocopy, printing, compiling and binding facilities to the students and staff. The college has separate covered parking in the campus at basement measuring area around 30695 sq ft. The college has made a facility of meditation hall for the spiritual development of the staff and students. Separate girls' and boys' common rooms with adequate facilities are made available to get relaxed and refreshed.

A standby power generator is provided on the campus to take care of the occasional power shut down due to maintenance or Electricity Board load shedding. Separate room for operating the Generator with 125 KWA capacity (in area 33.6 sq.mt.).

Hence, we provide hi-tech facilities to our students to make teaching learning effective.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 16.67

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

Response: 1

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 6

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 55.81

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
7.24432	8.04924	8.94360	9.93734	11.04148

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

MAEER's SDBED college library was established in 2009.Library is the ocean of knowledge. The college library is well-equipped and well managed. Library aims to be friendly, engaging, and accessible besides meeting the growing needs of a changing teaching and student community. The library empowers our trainees and faculty to become lifelong learners. The library provides sufficient space and comfort to its users.

It conducts various activities such as library orientation sessions, expert guidance, and demo presentation to access e facilities.

It comprises the Reading Section, Reference Section and Circulation Section and Digital Library. The Library resources of the college include a good collection of books, journals and periodicals. It subscribes to 10 journals, magazines and periodicals. There are 4020 barcoded books in the circulation section catering the learning requirement of the students and teachers.

Online services are provided to the students and the teachers through web based open access catalogue. Faculty members and students trace the books through automated Online Public Access Catalogue (OPAC) and books are lent through ID cards with bar-coding system. The library has user tracking system with specialised computer and barcode scanner. Faculty members and students scan their ID Cards whenever they enter into the library.

The library has its own website at

https://sites.google.com/mitsoer.edu.in/sdbedcentrallibrary/home

which provides access to all the resources at anytime from anywhere. Users can browse online catalogues

and e-resources from http://150.129.131.246/AutoLibWebOPAC/Login.aspx

Library provides to its users e-books, e-journals and other e-database through INFLIBNET N-LIST and DELNET databases.

Our college in collaboration with MIT ACSC have subscribed services of National Library

and Information Services Infrastructure for Scholarly Content (N-LIST), which is jointly executed by **INFLIBNET**.

National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to more than 6393+ e-journals and more than 10809+ e-books.

DELNET provides access of 10,000+ e books & 5000+ e journals.

All these valuable resources are well organized in the 7746 Sq. Ft. Area under CCTV Cameras. The library provides Scanning services, Reference service, Current Awareness Service (CAS) and Selective Dissemination of Information (SDI) service and internet facility.

The automated library in the college has a computer system to manage the library's key functions. Library Management Systems (LMS) are established as an essential tool to support the effective customer service, stock management and managing library services.

The college library uses an AutoLib NG Software package which is integrated multi-user, multi-tasking library information software that supports all in-house operations of the library. The software has all inbuilt facilities required for library automation.

The library software has below mentioned modules:

- Acquisition
- Catalogue
- Circulation
- Serial Control
- Web OPAC
- Report Generation

Details of the Library Software is as follows:

Name of the Software	AutoLib NG
Nature of automation	Partial
Version	NG
Year of Automation	2018

We have provided Digital Library to the students where students could sit & access web OPAC, DELNET, N list , internet e books, journals etc. The library provides services like book bank facility,

new arrival display on racks, Book exhibition, Library awards in an effective manner.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Web-link to library facilities	[View Document](#)
Link for additional information	[View Document](#)

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

MAEER's SDBED library serves as a doorway of knowledge for the faculty & students by offering a wide range of books to kindle their minds and nurture reading habits. Library is partially automated & provide free internet access facility to the students via digital library.

The presence of students in the library is recorded by the software. When they enter the library, we scan the bar code printed on their ID card & while leaving the library also the scanner scans the student's library card and records the time spent in the library. Digital library has computers with internet access.

AutoLib NG Web OPAC

We have Library Management Software namely "AutoLib NG" in our library. It has Web OPAC facility for its users. It provides various types of remote access services.

AutoLib NG Provides Web OPAC cum remote access from anywhere through mobile or personal computer. Library users may login with their individual login ID and Password. There are two types of search strategies Basic Search and Advance Search. Web OPAC facilitates the searches namely Title, Author, Publisher, Subject, ISBN, Classification No. and Keywords. In Advance search users can search information which focuses on the specific aspects of a topic by using Boolean search (AND, OR and NOT). Location of the resources is also mentioned. Users can search their Transaction History, Status of required book from their Web-OPAC account. New Arrivals and Announcements can also be checked through Web-OPAC. Link of library e-resources and other e-resources is also provided through the Web OPAC. List of books and subscribed journals can also be checked.

DELNET - Developing Library Network

We have subscribed for DELNET software at our library. It provides facility of resources sharing among the libraries through the development of Network besides offering computerized service to coordinate efforts for suitable collection development and also to reduce unnecessary duplication wherever possible.

DELNET is a great boon for faculty, researchers, scholars, students, etc. Our faculty & students use it for various purposes.

"Networking Libraries, Sharing and Spreading Knowledge" remains the prime motto of DELNET.

Library Website

We have our special library website for remote access to library resources. It is an excellent way to enhance the learning experience for students and teachers. It allows them to access a wide range of information, research materials, and academic resources conveniently from their own devices.

The library has developed its own website by using Google Tools. Each and every information about the library like Library Services and Facilities, Library Collection, Library Rules, Library Timing, Issue Return Policy, Library Staff, Library Activities, Library Contact and all links of the e-resources like E-database, Open Educational Resources, Scan Copies of previous year Practical and Question Papers, Video lectures of faculties, Web OPAC   provided through the library website. It provides seamless access to a variety of resources at anytime and anywhere.

Thus, we have a very influential remote access to library resources which students and teachers.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.51

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.6935	0.4381	0.4298	0.4742	0.5269

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 25.89

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 955

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 1002

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 923

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 1059

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 1109

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Any other relevant information	[View Document](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

MAEER's SDBED has a very good IT facilities having proper equipments. Our campus is wi-fi. We have a very good internet speed of 200mbps.Our college always try to give best IT facilities to students. The college provides adequate

number of computers, printers, scanners, LCD with projector to help students and faculty to carry out academic activities effectively. Upgradation of ICT facilities is continuously done to match with the current trends to provide better learning experiences and smooth administration. Over the years, the college has upgraded hardware, software and allied IT facilities according to the requirements. The details of up gradation of these facilities are as given below:

To maintain the efficiency in work, the RAM of computers was upgraded from 1GB to 2GB for 60PCs. on 02-04-2017 as the number of software programs increased on PCs.

To overcome connectivity problems in PostgreSQL & PHP and inaccessibility of Apache Web

Server, Linux operating system was upgraded from Fedora to CentOS on 19th June 2017.

Number of Quick heal license was increased from 250 to 300 on 19th June 2017 as the number of PCs increased.

As per the students' demand observed in the feedback, Wi-Fi facility is made available in the

Campus. It has made easy and convenient to access e-learning resources.

Laptop, Computers and Projectors with internet connectivity are made available.

Regular updating of IT facilities by the college brings out the smoothness and efficiency in the academic & administrative activities.

We have constructed our own LMS with the help of Divine campus computer networks. Students are getting all kind of notes through LMS. The college has MS Teams licence. We have provided login ID's

& passwords to all students & faculty members & also provided office 365 license to all.

We have our own YouTube Channel on which we always upload our educational videos created by students & teachers.

We have made studio at our college for the smooth functioning of teaching learning & value added certificate courses.

In this way we have very good ICT facilities including wi-fi.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.23

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 200

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant Information	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link for additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 41.06

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
7.605	6.314	2.70	7.855	8.789

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

MAEER's SDBED college is a part of MAEER's. We use most of the facilities & infrastructure on sharing basis with MAEER's ACSC college. MAEER's has established policy and procedures for maintaining and utilizing physical, academic and support facilities to ensure proper allocation and optimum utilization of resources for smooth conduct of academic and administrative activities.

Utilization and Maintenance:

Policies related to renovation, alteration, and improvement of the existing infrastructure and equipment are decided by the management. These ensure that equipment is always in ready and reliable condition and well calibrated to provide good quality outputs.

The checklists of maintenance are prepared at the beginning of every semester.

Separate registers are maintained to book common resources and facilities e.g. booking of seminar hall, sound system etc.

Estate Supervisor looks after the maintenance of physical Infrastructure.

System Administrator looks after maintenance of IT equipment like computers, printers,

replacement of tonners, software problems, networking problems.

Maintenance of the laboratory is done before commencement of every semester, as and when required.

Calibration of instruments is carried out at the beginning of every semester.

Annual stock verification is done yearly and if any loss or damage is observed, proper action is carried out.

Heads and faculty members in the departments are look after for proper use of equipment and their maintenance.

Sports facilities are used for sports education, training, competition, and recreation. Rules are

designed to avail sports facilities. Physical education teacher looks after issue and return of the equipment. The sports equipment issue registers are maintained. Stock books of sport equipment are maintained and checked monthly.

The schedule of the gymnasium is designed and followed. A gymnasium register is maintained.

Consumable and non-consumable items are maintained e.g., cleaning and oiling of gymnasium equipment, gutting the edges of cricket bats etc.

For the optimum utilization, the laboratory schedule is designed and followed. In free sessions,faculty members and students use laboratories for their study, lessons & research work.

The college library is well maintained in tune with the changing academic needs of the students. Library committee takes care of the library matters and ensures its smooth functioning. Every year, in the beginning of the session librarian invites list of books in various subjects required by the faculty members, is invited. After

that books are purchased by following proper procedure. Maintenance and utilization of library resources

are done strictly following the library rules.

AMC(Annual Maintenance Contract) is signed.

To clean water tanks every month.

To take care of building -Cleaning

To control the pest.

The following appointments are done:

Technical staff: for the maintenance of IT infrastructure and Electrical fittings and appliances.

Plumber: for maintenance and regular upkeep of water supply lines, taps etc.

Electricians: for the replacement and fittings of tube lights, bulbs, switches, MCB boxes.

System administrator: to take care of issues of internet, software and network security.

Laboratory assistants: to look after the maintenance of laboratory equipment.

Thus MAEER's SDBED has a proper system for maintaining & utilization of resources.

File Description	Document
Any additional information	[View Document](#)
Link for additional inflrmation	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**

9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 35.78

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	32	41	17	32

27-04-2024 09:04:08

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 6.98

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 4

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 2

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 8.21

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	6	6	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

MAEER's SDBED has a student council led by student representatives. The student council is formed as a student representatives' body as a connection between *administration ,faculties & students.* Student councils plays a vital role in the functioning of college which significantly affect the *smooth functioning and growth of the college*. They serve as a bridge between students and administration, fostering communication and collaboration. Student councils organize various *curricular and co-curricular activities and community service programs.*

General Advisor Faculty: The head is a teacher educator having a responsibility to co-ordinate between all the members of the student council and supervise the working of all the committees. **General Secretary**. The General Secretary (GS) heads the Student Council and coordinates activities among the members of the Council and the teachers and the students. The student G.S. coordinates activities among the members of the Council ,teachers and the student teachers.

Cultural committee head: The cultural committee head oversees coordinating with the students to ensure maximum anticipation of student-teachers to put up good quality cultural programmes to be showcased at *various inter and intra collegiate platforms*.

Prayer, Assembly & spiritual activities head: The head is responsible for coordinating with the daily and special assemblies as well as keeping a record of the same. The responsibility to coordinate during the spiritual activitie e.g., *Jagatik Sahishnuta Saptaha, Palkhi Sohala* etc. The student council contributes to a *vibrant campus environment*.

Sports & tour- visit committee head: The Sports & tour- visit head is responsible for organizing the **annual sports day** events. Apart from this, the head also organizes small indoor/ online events for the purpose of promoting sports & coordinates with the teachers and student teachers regarding various field visits organized by the institution.

Discipline & cleanliness committee head: The head is responsible for keeping the discipline at college and keeping the college environment clean with the help of student teachers and PIS.

Seminar, Workshop & publishing committee head: The head is responsible for co-coordinating the seminars, workshops and magazine publications & providing learning materials to the student teachers through communication with staff members.

Role of student council in college committees:

1. **Internal Quality Assurance Committee**: IQAC committee is formed to initiate, plan and supervise various college activities to increase the quality of education.
2. **Grievance Redressal Cell**: The functions of the Grievance Redressal cell are to look into the complaints lodged by any student teachers.
3. **Library Committee**: Helping the Librarian in the formation of norms for issuing of the relevant books for enhancing the library services. It also considers suggestions from student council representatives for the improvement of library services.

Apart from the above committee there are other committees like **Curriculum Development Committee**, **Research and development committee**, **anti sexual harassment committee** etc. in which **student council plays an active role**. All the committee members held meetings and share their ideas and recommendations through proper channel to the Principal for approval and execution of the concerned activities, in *best interest of the institution.*

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 3.4

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	03	03	5

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

MAEER's SDBED Alumni Association is registered under **MAEER's MITIANs A Past Students/Alumni Association, Pune M.S**. India under BPT act 1950, vide its **Registration No. F-21515 Pune.** We have named it as **Maitree.** It provides a forum for the alumni for exchange of ideas on academic, cultural and social issues of day to day.

Maitree: Alumni Association

Year of registration: 2015

Motives:

The Association works to promote and foster mutually beneficial interactions between the alumni and current students of the college.

It also extends support to the placement opportunities and industrial training for the students.

Membership:

Final Year passed out B.Ed. students of the college register themselves for the membership of our Alumni Association.

Meetings:

The meetings are conducted twice in a year.

1. Contribution through college committees/cell

Alumni representative stay present for the meetings of **College Development Committee, Curriculum Development Committee, Internal Quality Assurance Cell.** During the meeting they present their views related to given agenda of the meeting and express their ideas and suggestions freely towards the development of quality curriculum and sound decision making.

In the meetings of **IQAC**, the alumni members give their suggestions regarding holistic development programmes for student teachers. They suggest current, innovative programmes with their experience in schools & colleges.

In **CDC** meeting they give suggestions regarding their new ideas for **placement**, **You tube channel**, **LMS** & latest modern facilities for students

In this way they involve actively in the in-house curriculum development. Their views support us in the curriculum development and delivery.

2.Placement:

Our alumnis are working on various prestigious schools & colleges such as Principals, Vice principals, coordinators, Admin officers etc. play a very important role in career guidance cell of the students. They always inform us regarding vacant posts in their schools. We send this information in our WhatsApp groups & display on our notice board or organize placement drives. It helps the students to get the job easily.

These members insist their schools to provide paid internship facility for **MAEER's students.**

These members are invited to the college for guiding our students to conduct lectures on *interview skills & resume writing skills.*

Their dedication and commitment continue to inspire both current students and future generations, reinforcing the strong bond between the college and its alumni community. The college is immensely grateful for the ongoing contributions and looks forward to further strengthening its relationship with its alumni.

2. Motivation, Mentoring , Guidance & Mock moderation: Interactions with the students

Alumni motivate the students by sharing their success stories and career achievements since graduating from the college by actively engaging in mentorship programs, workshops, and seminars, guest lectures

providing valuable guidance and insights to current students. This **mentorship** has proven instrumental in shaping the career paths of many students.

Alumni participate in the mock moderation process and make Internal Evaluation process transparent.

3. Financial contribution

One of the most tangible ways in which alumni have contributed is through their financial support. These contributions have provided immediate financial aid .

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 10

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

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.

Response:

MAEER's SDBED takes immense pride in its alumni, who have continued to maintain strong connections with alumni. Over the years, these dedicated individuals have contributed a lot in the development of college. Alumni generate invaluable word-of-mouth marketing among their social and

professional networks.

Recognizing talents:

Our Alumni are always there to help us from induction programme till farewell programme for management, organisation of various activities in induction session like *life map, Happiness index, Talent search*.. etc.

They also support the students to get familiar with B.Ed. & guide them regarding their doubts. They share their experiences with students & counsel them about *community outreach activities & extension activities*.

Nurturing special talents:

Alumnis are invited for talks, Demo lessons, as a resource person for various sessions, to conduct seminars as they *possess experience & talent*.

Furthering any special talent:

At the time of *Kshitij annual gathering* our alumnis guide the students as a choreographer & prepare them for the gathering.

Some of the contribution by our Alumni's are: -

Motivational Speeches by Alumni's on Student Induction Program:

During the Induction Programme Alumni's shares their experiences about the college & work place. They make students aware of the latest developments in the field of education. Success stories and career achievements of the Alumni inspire our students.

Mock Moderation:

Alumni participate in the mock moderation process and make college Internal Evaluation process transparent. Guidance is given by the external moderator (Alumni's) regarding the mistakes made by the students in the internal practical work.

Practice Teaching Demo

Every year we invite Alumni to give an *ideal demo* for the F.Y.B.ED. students during the Practice Teaching Orientation Programme. Guidance is given by the alumni to the college students regarding effective classroom teaching.

Support to the Curriculum Delivery

Alumni have actively engaged in guest lectures, workshops, and seminars etc. and provide valuable guidance & insights to current students. They also take responsibility as a judge for the various competitions held at the college.

Student Mentoring

Some of our alumni are working at ***different positions*** (Principal, Vice-Principal, Coordinator, Senior teacher/Mother teacher/ Assistant teacher etc.) in the schools in the vicinity. College students are conducting Practice Teaching lessons and Internship in their schools. During this period our students get guidance and cooperation from these alumni.

Alumni Meet

The alumni meet is organized twice a year to rekindle old friendships, foster new connections, and celebrate the achievements of our esteemed alumni. They share their journey from graduation year to their current accomplishments & also express their views regarding the current education system and contribution of a teacher in maintaining the quality education.

College Support to Alumni- In strengthening their CPD

Our college is always working for the **Continuous Professional Development (CPD)** of the alumni. Keeping in mind the cooperation of the alumni, the institute provides a letter of gratitude, Appreciation letter for each and every cooperation, not only inviting them in various workshops, seminars, events but also provides an opportunity to strengthen their CPD.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - 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

Response:

MAEER's SDBED college has a creative vision & mission.

Vision :

To contribute to the universe through excellence in education as a source of pride for the wellbeing of humanity by magnifying the values, skills & spirituality.

Mission :

To aspire and strive for excellence in teacher education and research, by acuminating the holistic development of student teachers for the prosperousness of collaborators.

Vision Statement: The institution envisions itself as a beacon of excellence in education, positioned to make a profound contribution to the universe. This contribution is driven by a commitment to fostering not only academic prowess but also the values, skills, and spirituality that are essential for the holistic wellbeing of humanity. Through its dedication to these principles, the institution seeks to become a source of pride, positively impacting individuals and communities on a global scale.

Mission Statement: The college's mission is two-fold. Firstly, it aims to establish itself as a hub of excellence in teacher education and research. This involves cultivating an environment that facilitates the holistic development of student teachers, equipping them with the knowledge, skills, and perspectives necessary to excel in their roles as educators. Secondly, the institution strives to contribute to the prosperity of its collaborators, recognizing that education is a collaborative effort.

Governance and Perspective Plans: The college's governance is rooted in a participatory and inclusive framework. Decision-making bodies include representation from teachers, students, and non-teaching staff, recognizing that a diverse range of perspectives enhances the quality of decisions made. The institution operates with a clear focus on perspective plans, outlining long-term objectives and strategies to achieve its vision and mission.

Participation in Decision-Making: Teachers, students, and non-teaching staff are integral to the college's decision-making processes. Their active involvement ensures that a broad spectrum of insights is considered when shaping the college's policies and directions. This participatory approach fosters a sense of ownership and commitment among stakeholders, promoting a collaborative culture.

Teachers: Faculty members play a pivotal role in shaping the academic and research directions of the institution. Their expertise informs curriculum development, teaching methodologies, and research initiatives. Regular consultations and forums provide them with opportunities to contribute their ideas and concerns, ensuring that the college's academic pursuits remain relevant and progressive.

Students: Student involvement is crucial in shaping the college's atmosphere and learning environment. Through student councils and representatives, students voice their opinions, share feedback, and propose initiatives that enhance the overall educational experience. Their insights contribute to the evolution of teaching practices and campus life.

Non-Teaching Staff: The non-teaching staff is an essential component of the college's functioning. Their roles span various administrative, logistical, and support functions that keep the institution running smoothly. Including their perspectives in decision-making ensures that operational aspects align with the college's broader goals.

In conclusion, college's vision of contributing to the universe through education is supported by its participatory governance model and well-defined perspective plans. The active involvement of teachers, students, and non-teaching staff in decision-making highlights its commitment to a collaborative and holistic approach.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

MAEER's SDBED College has embraced a strategic decentralization process that underscores its commitment to **innovation, adaptability, and effective educational management**. This decentralized framework empowers various departments and units within the college to make decisions that directly impact academic excellence and operational efficiency.

Curriculum Development
At the College, decentralization begins with curriculum development. Each department is entrusted with

the responsibility of updating their respective curricula to ensure relevance and alignment with evolving educational standards. This approach not only fosters academic creativity but also ensures that the courses remain responsive to the changing needs of the education sector.

Student Affairs and Activities

Furthermore, the decentralization process extends to student affairs and activities. Student organizations and clubs are granted the autonomy to plan and execute extracurricular events and initiatives, promoting leadership skills and a vibrant campus community. This approach nurtures a sense of ownership and engagement among students, enhancing their overall learning experience.

Administration

Departments like Admissions, Finance, and Student Services are empowered to manage their respective tasks independently, streamlining processes and ensuring prompt response to student inquiries and needs.

Communication and Collaboration

Despite the distribution of authority, MAEER's S.D.B.Ed. College maintains a cohesive framework through regular communication, collaborative meetings, and periodic reviews. This ensures that the college's goals and values are upheld, even as various departments exercise their autonomy.

The decentralization process at the College reflects a balanced approach that combines empowerment with coordination. By entrusting departments with decision-making power, the college ensures adaptability, efficiency, and innovation while upholding its commitment to quality education and holistic student development.

Participative Management

MAEER's SDBED College is recognized for its innovative approach to participative management, which fosters a collaborative and inclusive environment within the college. This management style involves active involvement and input from **all stakeholders**, including faculty, staff, students, experts and alumni.

Faculty members are encouraged to contribute to curriculum development, teaching methodologies, and extra-curricular activities, fostering a sense of ownership and investment in the college's growth.

Students also play an integral role in the participative management process by being active participants of CDC, curriculum Development committee, etc. They are given opportunities to voice their opinions on academic matters, student life, and campus initiatives. This not only empowers students but also enables the college to tailor its offerings to meet their evolving needs. Beyond the academic realm Staff members are encouraged to share their insights on administrative processes, creating a sense of shared responsibility for the college's overall success.

By embracing participative management, the college not only benefits from diverse perspectives but also builds a strong sense of community. It instils a culture of mutual respect and continuous improvement. As a result, the college remains adaptable to change and is better equipped to navigate the dynamic landscape of education.

MAEER's SDBED College's participative management approach underscores its commitment to

collaboration, innovation, and holistic growth. This strategy serves as a model for fostering an environment where every stakeholder has a voice and contributes to the college's collective advancement.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

MAEER's SDBED is very transparent in its financial, academic, administrative & other functions. As this is a teacher education institute, everything is very translucent. Institute displays all kind of information on its website & notice board time to time.

Almost all things are uploaded on the website, E.g. Organogram, infrastructure, strategic plan, IQAC, MIS , AISHE, Events,Placements,Grieviences,Balance sheet, MOU's with various institutions,updates regarding staff & students.We conduct periodical audits regularly.

Financial audits :

MAEER's society sends a circular regarding making the budget of the academic year to the college.The Principal along with the accountants, teaching & non teaching staff discuss regarding the income & expenditure of the year & prepares a budget as per the activities & requirement of the college suggested by teaching & non-teaching staff. The Principal & Accountant prepares a final budget & presentation accordingly. The accountant along with the Principal present the budget of the college in front of management committee. After discussion they send a sanctioned copy of budget to the college. Accountant use Tally software for accounting. Auditors visit the college periodically & check it. Payments are made through cheques/ NEFT. After the final check & certification of external auditor (CA) the balance sheet is put up on the website. The filing of returns is done yearly.

Academic transparency:

We follow all the guidelines given by NCTE & SPPU. Admissions are given based on CET conducted by CET cell Govt. of Maharashtra. Only CET qualified candidates came through the admission rounds get the admission. The B.Ed. admission are being verified by ARA. Teachers & students' details are being provided to AISHE via online mode.

 Principal ,teaching staff & member of student council prepares the academic calander with all curricular

& co-curricular activities & circulate it to all the faculty members & students. It also gets displayed on the website & on LMS. After discussion with the staff members & principal workload is being distributed & time table is being prepared for the academic year. Exams are conducted as per university circulars. Preliminary Exam is conducted before the final examination. After evaluation answer scripts get shared with the students along with the answer sheets. CEO conducts the final examination of the university with strict discipline as per rules. He/she has the full responsibility of conducting the exams in presence of the external senior supervisor appointed by the university.

The year plans of every subject, PLO's & CLO's, Time tables, examination schedules, question banks, e learning, e library, value added courses, events are displayed on the college website & on LMS.

Administrative transparency:

College uploads all the minutes of meetings, action taken of CDC committee & IQAC committee on its website. Regular faculty meetings are conducted & suggestions along with decisions are taken. Vacant positions are published in the newspapers. The communications connected with academics are displayed on the college notice board, websites, e-mails and whatsapp.

Library transparency: Library is fully automated. Records are maintained online for issuing and returning of books.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

MAEER's SDBED has a robust strategic plan. We believe that - A good teacher is like a candle—it consumes itself to light the way for others. We inculcate the attitude of Vasudhaiva Kutumbkam among our students through quality education, divine virtues & skills.

We strive towards excellence by developing top-notch teacher education college with unbeaten infrastructure to student teachers for their holistic development.

As per our strategic plan we have implemented **Fostering Teaching learning Process through the journey of a common person to Guru**

In this modern age we are continuously working hard to adopt the new trends coming in education field & train our student teacher accordingly to make them Guru from a common personality.

LMS – ERP software:

As per the innovative strategy of our faculty members we have developed our own LMS with the help of Divine campus software company. We have provided login Id's & passwords to students & Teachers. Teachers upload their notes, assignments, practicals, results on LMS. They apply for leave,type their daily teacher logs & send it to principal.There are various facilities for students on LMS. They could see their results, download notes, Hall tickets, Bonafide, Fees paid receipts…etc.

As per Savitribai Phule Pune University rules & regulation we would have to face the moderation committee along with all internal work of student teachers. LMS helps us a lot in facing the moderation committee with a paperless work.

Add on/Value added Certificate courses:

We always take the feedback of the curriculum & on the basis of feedback we have created four value added course this year. We have taken approval of SPPU & implemented those courses in the college. Those courses are Education 4.0 Technology to Empower Teachers, Inspiring Leadership Through Emotional Intelligence, Disaster Management & Employability Skill Enhancement Program

Most of the courses are having 16 credits & lasts for 32hrs, twice a week.Time table is being prepared for the same & implemented the course accordingly. After completion of the value-added certificate courses students get certificate from the college. These certificate courses proved to be useful for students in getting the jobs.

Conference /Lecture series/FDp's/Seminars/Workshops :

MAEER's SDBED fosters holistic development of students & teachers. So, we organise **Conference /Lecture series/FDp's/Seminars/Workshops** every year under various theme. We have organised 03 conferences on values & spirituality, 02 lecture series on combating radicalisation & NEP 2020, …..FDP's, ….Seminars , …. Workshops e.g.VENTEL within 05 years.These things enhanced the creativity,innovations,managerment skills & confidence of teachers & students,

Training of ICT: Students became ICT savvy by use of the computer lab for their ICT practical in course 111A) & in course 105.We are giving facility of wi-fi & a huge lab having 80 computers to the student teachers.Our teachers use various online tools for teaching like Edpuzzle,Quizziz,Mentimeter,Miro, kahoot etc. and students are encouraged to do the same. Students use PPT's ,make videos & use it in their presentations,Practice teaching & internship.

Strategic plan is showing us the right path towards the progress.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

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.

Response:

MAEER's Saint Dnyaneshwar B.Ed. College stands as a shining example of operational excellence and efficacy in the realm of institutional bodies. The college's operational competence is exemplified through its well-crafted policies, streamlined administrative structure, meticulous appointment and service rules, and methodical procedures. These elements collectively contribute to a high level of effectiveness and efficiency, ensuring a conducive environment for both staff and students.

"Guiding the Path to Success: The Crucial Role of Comprehensive Policies at MAEER's Saint Dnyaneshwar B.Ed. College"

The foundation of the college's effectiveness lies in its comprehensive policies that steer its operations. These policies serve as guiding lights, illuminating the path for decision-makers and stakeholders alike. By offering a clear framework, these policies obviate any ambiguity or confusion that could arise in pivotal matters. This clarity acts as a beacon, directing the collective efforts of the institution toward common goals and objectives. The result is an organization that operates cohesively, with synchronized actions and minimized misunderstandings.

"Strategic Administrative Structure: Fostering Efficiency, Collaboration, and Innovation at MAEER's Saint Dnyaneshwar B.Ed. College"

The administrative structure of the college is thoughtfully designed to facilitate seamless operations. Through a strategic division of departments and units, each tasked with distinct responsibilities, the college promotes synergy and specialization. This distribution of labour fosters better coordination among different segments of the institution, ultimately leading to enhanced efficiency. By allowing professionals to concentrate on their areas of expertise, this structure empowers the college to respond nimbly to challenges and opportunities, thereby fostering an environment conducive to innovation and growth.

"Upholding Integrity and Excellence: Transparent Appointment and Service Guidelines at MAEER's Saint Dnyaneshwar B.Ed. College"

Transparency and fairness are paramount in the college's appointment and service rules. The institution

prides itself on its methodical hiring process, which adheres to well-defined criteria and guidelines. This ensures that only the most qualified candidates are selected for various positions, contributing to the overall competence of the institution. The service rules, on the other hand, delineate the responsibilities and expectations of each member, creating an environment of accountability and productivity. This transparency extends beyond the recruitment phase, permeating every aspect of the college's functioning.

"Efficiency through Precision: Streamlined Procedures at MAEER's Saint Dnyaneshwar B.Ed. College"

The college's operational efficiency is further bolstered by its structured procedures. Across administrative and academic spheres, the institution has established standardized processes to guide every task. This consistency minimizes errors and wastage of resources while expediting the completion of tasks. The procedures act as well-laid tracks, guiding every endeavour in a well-defined direction. This not only saves time but also ensures that efforts are channelled towards the best outcomes.

The institutional bodies at MAEER's Saint Dnyaneshwar B.Ed. College function with remarkable efficiency and effectiveness. This feat is achieved through a combination of well-crafted policies, a streamlined administrative structure, transparent appointment and service rules, and methodical procedures. Together, these elements create an environment where objectives are met with precision and where the institution as a whole operates as a harmonious and coordinated entity.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

MAEER's SDBED has made various committees in the college which plays a crucial role in maintaining the overall functioning, quality, and development of the institution. Some important committees include IQAC Committee, College Development committee Anti-Ragging Committee, Admission Committee, Library Committee, Placement cell, Examination Committee etc. These committees collaborate to create a well-rounded educational environment that supports academic excellence, personal growth, and professional development for both students and faculty members.

College Development Committee (CDC):

CDC focuses on the advancement and betterment of the college. It is responsible for making decisions and recommendations related to various aspects of the college's development, including academic programs, infrastructure, faculty development, student support services, financial planning, and more. This committee usually comprises academic experts, administrators, faculty members, and sometimes even external stakeholders. Its main functions include strategic planning, resource allocation, curriculum enhancement, infrastructure development, and ensuring the overall growth of the college to maintain high educational standards. The committee's goal is to ensure that the college continues to grow and improve in line with its mission and goals.

As per the agenda of CDC meeting which is held on **1st Dec.2022.,** it was decided to purchase **Learning Management System (LMS) for** B.Ed. Practical work. As per the recommendations of the committee management sanctioned purchasing of LMS request & we have hired Divine campus software company to construct LMS as per our teacher's demand.

Learning Management System:

MAEER's SDBED has provided the facility of the LMS to the student teachers & faculties. As per the innovative ideas of the faculty members we have constructed our own LMS.

It is very useful to student teachers to learn, to get notes/PPT's of teachers, to submit practicals, to develop own abilities, and receive certificates for online courses.

Professors can assign projects, share knowledge, and allocate grades. LMS give immediate

feedback to the students. Student teacher could see their attendance, they could download their bonafide certificate, Identity card, Hall ticket & internal evaluation marksheet.

LMS provides all requisite material in a direct and organized manner so learners can choose a

module they want to focus on. LMS allow students to deploy sophisticated learning frameworks to manage the education workflow effectively and focus on enhancing student teachers'experience of learning. B.Ed. course is full of activities & practicals. Teachers give assignments & activities for each subject. Teachers upload their PPT's, Notes on LMS.

Student teachers submit their practicals & activities on LMS. Teachers give feedback on their practicals . Students correct it & upload it on LMS. After final evaluation teachers give the feedback & marks. Students could easily download their result sheet from the LMS. Students could use LMS through mobile phone, Laptop or Desktop. We have created one app of MAEER's SDBED LMS so that student teachers could get easy access .We have already shown our LMS system to the Dean & BOS of Savitribai Phule Pune university. Soon we will get permission to make all practical work paperless.

Hence, the decision of purchasing of LMS by CDC is successfully implemented.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

MAEER's Saint Dnyaneshwar B.Ed. College, Alandi, Pune pays attention to the welfare of teaching and non-teaching staff. Our institution provides academic, physical, finance, medical and emotional assistance to the teaching and non-teaching staff, so that they could work effectively and efficiently.

The list of welfare measures is presented as follows:

1. ACADEMIC FACILITIES

1. Academic **growth of every faculty is addressed** whenever they want to go attend orientation or refresher courses, conference, seminar, symposium, workshops etc. **Registration fee provided** by the college for the same.
2. The faculties are funded with **seed money to do in house research works.**
3. **In-house orientation programs and faculty development programmes** are conducted for the staff.
4. Faculties are always encouraged **to publish books and research papers**.

1. The institutional **Statistical Department** is always available for research work.

1. **Freedom is given to serve as resource person**/chair person in the programmes of other institutions.
2. Faculties are given **freedom to do their higher studies** connected with their profession. **No objection certificate** is provided by the college to the concern faculties on their request. **Paid exam leave** is sanctioned by the college.
3. Staff members are allowed to **borrow four books at a time for 15 day**s. Same books can be renewed again.

2. INFRASTRUCTURE FACILITIES

1. Staff are given a **separate cubica**l with adequate facilities to prepare for their classes and for research.
2. **Free computers and Wi-Fi** facility is available to the staff.
3. Staff could **avail freely the photocopy** for their academic purposes.
4. **Play grounds and games articles** are available according to choice of games.
5. **Separate vehicle parking shelter** is available for the staff.

3.FINANCE FACILITIES

1. Employee Provident Fund :

Employees Provident Fund for teaching and non-teaching staff. Management contributes equal share for Employees provident Fund.

1. **Advance/Loan facilities** for both teaching and non-teaching is available and they could return the loan with no interest but at affordable installments.
2. **Diwali Bonus for non teaching staff is given as per the HR Policy** of the institution.
3. **Free Uniforms** are provided to non-teaching (Peon)staff.
4. **Staff tour expenses** are met by the management.
5. In times of **emergencies** the management provides with **financial assistance** to take care of the medical expenses of the family members.

4. MEDICAL FACILITIES

1. **Six month maternity leave** for women staffs with **4 months salary is paid**
2. **Medical leave** is sanctioned according to faculty and non-teaching staff needs.
3. **First aid kit** is available for the staff. During COVID-19 Sanitizer, Fog Machine, Thermometer and Oxymeter was available for the safety of the staff members.

5. EMOTIONAL ASSISTANCE

Small events like - **Birthday celebrations** and **Festival Celebrations** at the college, **Snehbhojan (feast**), **Picnic and Involvement in the family function**s create strong emotional bonding between the staff.

College **appreciates teachers and non teaching** staff by felicitating them with a **momento** on special occasions like Foundation Day, Conference etc.

Hence, MAEER's SDBED does effective implementation of welfare measures for teaching and non-teaching staff.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 31.91

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	2	1	1

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Certificate of membership	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.3

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

Response: 30

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	5	5	4

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.4

Percentage 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

Response: 89.36

6.3.4.1 **Total 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 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	8	8	8

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Performance appraisal system is an annual *process* of the college to measure the performance of teaching & non-teaching staff against a predetermined set of objectives. It is done for their overall performance, achievements & devotion to achieve the vision, mission & objectives of the college.

MAEER's SDBED has made the Performance appraisal based on the UGC regulations. We follow the norms prescribed by UGC ,NCTE & SPPU for the recruitment of teaching & non-teaching staff.

The PAS of each faculty member is measured at the end of the academic year. The college follows multi rater feedback system performance evaluation of the faculty. The promotion & increments are given based on it. Performance appraisal gives the overall idea strength, weaknesses, opportunities & threats to the faculty member.

Procedure of Performance appraisal:

Each faculty member would have to fill up the Performance appraisal form & attach all the evidences regarding the filled information to the form & submit it to the Principal.

The interviews regarding the verification & evaluation are being organised on a specific day in which experts from education are being called as an interviewer. They ask questions to the faculty members & verify their score.

*Parameters of evaluation in performance appraisal system :

Teaching Staff

Part A

Section A)General information

Section B) Category I: Teaching, Learning & Evaluation Related Activities

Category II: Co-curricular, Extension & Profession Development Related Activities

Category III: Research & Academic Contributions

a) Research Publications (Journals)

b) Research Publications (Books, Chapters other than referred journals, articles)

c)Research Project

d) Research Guidance

e)Training Courses & Conferences/Seminar/Workshop Papers

Part B

1.Assessment by Principal/HOD of the work done under each head of the activity

2.Grading : General Assessment

 Non-Teaching Staff

A)Employee Details

Section A :Key Performance indicators

Section B : Records of Absence

Section C : Performance Assessment

Section D : Skills Assessment

a)Related to job

b)Related to behaviour

B)Assessment by the evaluating authority

Review of assessment & recommendation by reviewing authority

Students feedback regarding teaching staff is also considered along with the performance appraisal. Students give feedback to the faculties on various aspects such as Time sense,subject command & class control, use of teaching methods/teaching aids,helping attitude..etc. After the analysis final report is shared with the individuals followed by the group interaction.

The PA forms of teaching & non-teaching staff along with the report is being send to the MAEERs. MAEERs prepares the PAS certificate & decide the increment & promotion of the faculty based on it. The PAS certificate having the score & increment is being provided to all the faculty members.

The faculty members (teaching & non-teaching staff) are appreciated in front of all in staff meeting. Principal gives any suggestion or warning to the specific faculty in personal if necessary.

The Performance Appraisal System inspire the faculties to upgrade themselves from academic, professional & research & skills point of view.

In this way Performance Appraisal System of MAEER's evaluates the teaching & non-teaching staff through 360-degree evaluation system.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

MAEER's SDBED believes in financial transparency and effective governance. With these beliefs, the college conducts internal and external financial audits every financial year. The college has internal and external audit mechanism as per the rules and regulations laid by the Society and Charitable Trust Act. The parent body of the college has appointed qualified professionals for both internal and external auditors to verify and certify the financial statements.

The External and Internal Auditors of the college are:

1.Mr. Mishra & Firke Associates

2.Pradeep K. Lodha & Co.

3.Mr. A. H. Joshi & Co.

4.Munde & Shah Associates

The internal and external audits are independent functions of management that entail the continuous and critical appraisal of the functioning of the college, with a special focus on possible areas for improvement seeking ways to strengthen and add values to the efficient governance mechanism.

Audit Coverage:

1. Income and Student Section Audit:

Tuition fees and other miscellaneous receipts.

Fee concession, Social welfare scholarships.

Fees collection from students.

Review of various grants received from UGC, University, etc.

2. Expenditure Audit:

Review of payment vouchers signed by the college Accountant, Registrar, and finally approved by

the Principal/Director.

Verification of Cash expenditure.

Verification of Bank Expenditure.

Monthly Bank Reconciliation statements.

Review of bill passing process.

3. Finance and Accounts Audit:

Review of Maintenance of books of Accounts.

Cash verification viz. petty cash book.

Recoveries from staff, third party, etc.

Review of Inter-institutional transfer and adjustments.

4. Statutory Compliances Audit:

Review of TDS payments and filing of E- returns.

Review of Provident Fund payments and filing of e-returns.

Review of GST Payments and filing of e-returns.

Review of Professional Tax payments and filing of e-returns.

5. Stock Audit:

Review of maintenance of dead stock and consumable register.

The review process of monitoring stock.

6. Physical Assets and its verification Audit:

Review and verification of physical assets.

7. Human Resource Audit:

Review and verification of payroll system.

Review of maintenance and process of HR records.

The mechanism for settling Audit Objections:

1.**Spot disposal during the audit:** Audit observations are settled during the audit process. If any queries are further raised by the auditor; necessary rectification is done by the auditee.

2.**Settlement through compliance report:** Audit observations are settled as per the rules and regulations. In case of serious audit observation, compliance reports are sent to the Auditor and Audit cell for further process.

The college regularly carries internal and external audit to maintain accuracy and transparency in its transactions.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.2

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

Response: 0.3

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.5	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

MAEER's is one of the reputed education societies in Pune. The college generates revenue by running B.Ed. program. We collect fees from the students, grants & from other activities conducted by the college. The funds collected & generated are used resourcefully and efficiently for academic, administrative, and infrastructure development purposes.

While utilizing the fund care is taken to achieve our college's vision & mission. As per the budget approved by MAEER's the college use the fund for several activities throughout the year.

The requirement of fund for various activities is being discussed in college development committee ingenuities planned for the academic year.

Mobilization of Funds:

The college has established procedures and processes for planning and allocation of financial needs. It has developed strategies for mobilizing resources that ensure transparency in its financial management.

The college generates the funds from diverse sources:

Sources of Funds:

Fees were collected from the students.

Parent Institute (MAEER) contributes major funds for infrastructure.

Financial assistance from SPPU under quality improvement program for conferences, seminars, workshops.

Grants from Board of Colleges and University Departments (BCUD), SPPU.

Examination Grants from SPPU, and financial assistance received under SC/ST/OBC scholarship from Government.

Infrastructure to conduct various examinations such as MPSC, UPSC, etc.

Mobilization: All the revenue is deposited to our parent body i.e. MAEER. The budget is prepared by heads of all the departments,(MAEER's SDBED & MIT ACSC) recommended annually by the Principal, and approved by the college

Development Committee and MAEER. Income and Expenditure are compared and analyzed. Generally, the recurring expenses and capital expenditures are projected within the budgeted resources of the college.

The monthly requirement of funds is given to the Accountant, and Principal for necessary control, and funds are sanctioned and received accordingly.

The Accounts department takes care of the collection of tuition fees,

salaries of teaching and non-teaching staff, tax payments, and vendor payments prepare purchase orders

for the laboratory equipment, teaching aids, furniture, and the facilities, payment of bills, and maintenance of the department budget allocation and expenditure, etc. The income and expenditures of the college are subjected to regular internal and external audits.

Optimal utilization of Resources:

The college utilizes human and physical resources optimally. It selects the best possible alternate use from out of various uses.

Human Resources: The college makes use of the skills, knowledge, and expertise of human resources. They are engaged in various activities according to their interest and availability. All of them jointly work to complete the assigned task.

Physical Resources: We are using physical resources of the college in collaboration with MITACSC with proper planning. While preparing the college timetable, proper care is taken to keep all the classrooms and labs engaged with free slots for the students to practice. The other resources are used optimally.

Physical and human resources are used collaboratively to fulfil the college's needs.

The mobilization of funds and optimal utilization of resources result in the smooth functioning of the college.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The Internal Quality Assurance Cell (IQAC) of the MAEER's SDBED was established in the year 2009. IQAC acts according to the vision, mission, and goals of the college to enable quality enhancement and sustenance in all the aspects of the institutional functioning. The IQAC cell of the institution consistently endeavored to maintain quality benchmarks in the activities of the institution. MAEER's S.D. B.Ed. College has taken initiatives to develop both student teachers and faculty members of the institution. The

process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college.

The IQAC achieves its objective of quality enhancement of the institutional functioning through the following aspects:

1. Professional development: College conducts various activities such as international/ national or state level conferences, faculty development programs, value- added courses, workshops on innovative practices, developing interpersonal skills, organizing various events, guest lectures of the experts from the various fields, short term courses, participating in cultural programmes and competitions to hone their talents and creativity etc. Student teachers are encouraged to conduct research work and given opportunities to attend seminars, conferences, present papers and do publications in the form of articles.

 2. Community Outreach activities for social sensitization: The conduction of community outreach activities like Swachha Bharat Abhiyan, environmental awareness activities, Gandhian week , Nai Talim activities, visit to inclusive school and visit to blind school the institution tries to inculcate social values that forms the strong foundation of the student teachers. The outreached activities conducted by the institution enable student teachers to be sensitized towards the needs of the society.

3. Use of Technology: The various opportunities were provided to the student teachers for development of their technological skills through ICT based lesson conductions, seminar presentations, power point presentations, use of e-resources, Education 4.0 technology to Empower Teachers etc.

4. Soft skills for jobs: Under Placement Cell & Understanding of Self-course we organize various activities for Employability skills where students are being given training of how to make resumes, interview skills & SWOT analysis from the point view of jobs.

5.Organisation of conferences, seminars ,workshops & presentations :

To inculcate the attitude of Vasudhaiva Kutumbkam among the students college organize conferences based on values & spirituality, workshops, seminars & presentations are organized based on the courses of B.Ed. to enhance the communication skills of the students.

5. Signing MOU's: The collaborations with other institutions, organizations from various fields provides its student teachers opportunities to interact with other educational agencies. The student teacher and teacher educators exchange programs helps in enhancing the intellectual level, skills and competencies of the teacher educators and student teachers.

The institution carry out various awareness programs, guest lectures, educational visits, collection of feedback from Student teachers, stake holders, Principals and Teacher Educators etc. for improving teaching-learning and evaluation process.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

MAEER's SDBED's IQAC committee maintains quality & superiority in all the curricular & co-curricular activities conducted throughout the year.

At the beginning of the academic year, IQAC prepares academic year plans and monitors its effective implementation throughout the year. The main aim of IQAC is to maintain and develop quality and excellence in all the teaching learning activities conducted at college. IQAC has a practice of yearly result analysis to monitor usefulness of curriculum implementation.

*PLO's & CLO's :

IQAC insists on the **Mapping** of **Programme learning objectives** (**PLO's**), and Course learning Outcomes (**CLOs**) at the beginning of a Programme/Course which is mentioned in the course files of the B.Ed. course. Student teachers are continuously evaluated though different modes such as practicals, seminars, MCQ tests and internal examinations etc. IQAC ensures proper conduct of internal examinations and uses mechanism for evaluation through Continuous Internal Evaluation so that the student teachers are regularly monitored towards their academic and professional development. The evaluation of the academic activities is done by the course in charge teacher educators. The performance of student teachers is evaluated through internal work and result analysis. The feedback was given to student teachers regarding their progress and areas of improvements during microteaching, team teaching, and technology based teaching, models of teaching lessons, practice teaching lessons and internship lessons etc.

*Course exit survey:

At the end of the academic year, feedback is taken from the student teachers i.e., **course exit survey** was conducted. IQAC ensures progressive steps to be taken based on the **feedback** is taken from the student teachers, stakeholders, alumni, teacher educators etc. and based on their suggestions various changes in the teaching learning process are planned and implemented for the betterment of student teachers. The student teachers' performance in practice teaching and internship are monitored and suggestions are collected from various sources such as teacher educators, principals of practice teaching and Internship. The collected feedback is analyzed and the improvement measures are suggested.

*Research & Development cell :

The research work was evaluated through the research work done by second year B.Ed. student teachers. The opportunity was given to the student teachers for presentation and publication of of the research papers through the **R & D** cell.

* Academic and Administrative Audit (AAA) :

Academic and Administrative Audit (**AAA**) conducted every year is a process of self-introspection and reviewing the quality of academic and administrative system. As a quality measure, academic audit is also conducted by college and reports are sent to college.

*Review of Teaching Learning Process:

IQAC takes a review of teaching-learning process and uses several strategies to reviews the effectiveness of the teaching learning process. The various field visits, workshops, seminars, International/ national/ state level conferences etc. are conducted for improvement of teaching learning process.

*MOU's:

The college signs **MoU's** with other educational institutions for providing the exposure of knowledge to the student teachers and teacher educators.

In this way the review of the learning teaching process was done by the IQAC.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 10.6

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
22	06	6	10	9

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Supporting document of participation in NIRF	[View Document](#)
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

The quality initiatives comprise of the following academic and administrative initiatives:

Academic Initiatives:

The institution empowers the student teachers with various skills to become effective teachers through several activities. such as value-added courses, conferences and workshops on innovative practices, developing teaching skills, communication skills, employability skills, conducting research work, paper presentations in the conferences.

Professional competencies- were developed through various courses & skill-based activities. As a local chapter we provide **SWAYAM**, courses to the students.

Pedagogical endowment through workshop on NEP 2020, Remedial teaching activities and special guidance for all.

Personality amplification- through overall personality enhancement of all the teacher educators like Orientation of Bloom's taxonomy and learning outcomes & FDP's.

Administrative Initiatives-

Training programmes for staff on use of LMS for carrying out like online fees collection, maintaining the online records of the student teachers, attendance record of staff and student teachers…etc. were organized by the institution. The workshop on NEP 2020 week for staff and student teachers, Guest lectures on

Communication skills, Stress Management. etc. were conducted. Website updating is done regularly. The care of website is taken by Principal & the faculty member who has been given the responsibility.

The important initiatives taken by the institution for the quality assurance are as follows:

MAEERcians (Alumni) Engagement to empower the college: The Alumni association of our college strengthens its ties with alumni through the following activities. They contribute in organizing various events of college e.g., conferences, workshops and orientation programs conducted by the college.

1. Contribution through college committees/cell : Alumni representative stay present for the meetings of **College Development Committee, Curriculum Development Committee, Internal Quality Assurance Cell.**

2.Placement : Our alumnis who are working on topmost posts are invited to the college for guiding our students to conduct lectures on interview skills & resume writing skills.

3.Motivation, Mentoring , Guidance & Mock moderation: Interactions with the students

Alumni motivate the students by sharing their success stories and career achievements since graduating from the college by actively engaging in mentorship programs, workshops, and seminars, guest lectures providing valuable guidance and insights to current students.

Example: 2

Social Empowerment :

We have focused on community outreach programs for social empowerment. We have conducted various activities e.g. jagatik sahishnuta saptaha, swachha bharat abhiyan, palkhi sohala, Eduational visits to inclusive skills and blind students skills, international conference on "Vasudhaiva Kutumbakam" etc., are organized in this regards.

Environment awareness- Awareness program regarding cleaning of Indrayani River and ghat area, awareness about the cleanliness,tree plantation, health and hygiene through street plays and guidance were organised.

Social Services- The student teachers and staff members engage in contributing their services to various Varkari sansthans. The food distribution (Anna dan) , tree plantation, guidance etc.The folding sticks were provided to the blind students from the "Urja Prathishthan Prakashalaya".

Swachha Bharat Abhiyan- Every year Swachha Bharat Abhiyan activities are conducted by the student teachers and staff members at Indrayani ghat, Alandi (D), Pune. Infield guidance was provided to the citizens regarding maintaining the area clean and hygienic.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - 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

Response:

MAEER's Saint Dnyaneshwar B. Ed. College toward efficient and sustainable energy usage. The college have energy conservation cell. The cell resolves its energy conservation policy with objectives and action plan in the beginning of the academic year. The college strives to achieve a sustainable and energy-efficient campus that demonstrates environmental stewardship and contributes positively to society. By integrating energy-conscious practices into all aspects of operations, the college is committed to playing its part in mitigating climate change and fostering a greener future.

The cell resolves its energy conservation policy with objectives and action plan in the beginning of the academic year. Orientation about the same is given to the staff and students. The action plan is implemented with the help of discipline committee.

Policy Statement

The policy aims to reduce the institution's environmental footprint, enhance operational efficiency, and contribute to a more sustainable future.

The objectives of the policy are as follows.

1. To promote awareness to increase and encourage minimization of energy waste.
2. To ensure realistic and comprehensive reduce of energy to save energy usage cost.
3. To improve energy efficiency through consistent, safe and secure methods.
4. To minimize greenhouse gas emissions associated with energy consumption.
5. To promote awareness to increase and encourage minimization of energy waste.
6. To ensure realistic and comprehensive reduce of energy to save energy usage cost.
7. To improve energy efficiency through consistent, safe and secure methods.
8. To ensure safe handling and minimize wastage by facilitating repair and reuse.
9. To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the energy conservation.
10. To engage stakeholders to achieve energy-related goals and share best practices.
11. To assure acceptable indoor air quality and natural light facility.

Plan of Action

1. **Extension lectures**: Expertise lectures in the area to promote awareness about energyconservation in order to increase and encourage minimisation of energy waste.
2. **Energy conservation cell**: Periodical meetings of Energy Conservation Cell and College Discipline Committee regardingorientation of rules, regulations, facilities and observations.

3. **Maximum use of Natural light**: Use of Well-designed building to maximize the use of natural light and ventilation.
4. **Sensitization** of staff and students to turn off lights /fans when not in use.
5. **The last person who leaves the room switch off the lights and fansis the everyday practice.**
6. **Minimum use of AC**: Air conditioners are used only when necessary.
7. **LED Lights with sensor**: Use of modern more cost-effective LED lights etc.
8. **Use of alternate sources of energy** for meeting its power requirements. The institution has the facility of Solar Energy.
9. **Regular Inspections of electronic appliances and timely repairsare done to avoid energy wastage.**

Through the implementation of this Energy Policy, our college strives to achieve a sustainable and energy-efficient campus that demonstrates environmental stewardship and contributes positively to society. By integrating energy-conscious practices into all aspects of operations, the college is committed to playing its part in mitigating climate change and fostering a greener future.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

MAEER's MIT Saint Dnyaneshwar B. Ed. College recognizes the importance of meeting the legal requirements to manage its waste in a responsible manner and thus reduce the volume of waste. Any waste generated in the campus shall be managed and handled properly.

The objectives of the policy

1. To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the waste management.
2. To minimise waste generation in the campus and dispose waste in a cost-effective manner.
3. To ensure the safe handling and storage of wastes on college campus.
4. To actively coordinate the disposal of waste management in the collegecampus.
5. To promote environmental awareness among the students and society, and encourage them about waste minimisation.
6. Minimising the wastage of natural resources.
7. To foster a culture of environmental responsibility among students, faculty, and staff.
8. Ensuring segregation of waste at the source.
9. To promote a holistic approach of waste management in the campus.

10. To promote sustainable practices in the campus.
11. To promote a holistic approach of waste management in the campus.
12. To promote sustainable practices in the campus.

Organisation and Management

The responsibilities and executive arrangements for waste management policy lies with the advisory board. The board constitutes the following members:

1. Principal - Chairperson

2. Coordinator-IQAC Coordinator

3. Secretary- Dr. Vikas Tupsundar

5. One external expert (preference is given to Alumni)

6. One support Staff

7. Member –Student secretory of Discipline committee

Action Plan

It is the responsibility of the waste management advisory board to oversee the implementation of the policy.

1. Periodic meetings of the waste management advisory board
2. Dealing with the different kinds of wastes
3. Solid waste

Wet waste Pits-total of 30-35 kg /day

Dry Waste Pit -total of 10-12 kg/day

Liquid waste

Liquid waste generated in the college consist of water from sinks, wash basins and restrooms. Wastewater from washrooms is let into the safety tank. Wastewater from hand wash basins is used for watering the plants of the garden.

Hazardous Chemicals and Radioactive Waste Management:

Exhaust fans are installed in chemistry laboratories to remove contaminated air resulting from chemical reactions and other activities.

Experiments conducted at UG level are chosen in such a way that it minimizes the use and generation of hazardous chemicals.

Use of Radioactive material is strictly avoided.

Organic waste

E-waste

Extension lectures of the expertise

Cleaning/waste management facilities

Use of paper for routine correspondence is discouraged

Placing dustbins at the strategic locations

Vermi composting

Reduction Strategies: By implementing this waste management policy, the college aims to create a sustainable environment that promotes responsible waste practices, educates the community, and contributes to a greener future. Through collective efforts, the college can set an example for environmentally conscious waste management and inspire positive change beyond the campus.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

MAEER's SDBED college has demonstrated a steadfast commitment to maintain cleanliness, ensuring proper sanitation, enhancing green cover, and providing a pollution-free and healthy

environment.MAEER's have given the contract of cleanliness,sanitation…. to **Pacific Integrated Services.** MAEER's take care of the expenditure. Through a series of comprehensive initiatives and practices, the college has consistently aimed to create a sustainable and welcoming atmosphere at the holy place Alandi near the bank of Indrayani River for everyone.

Cleanliness: One of the college's primary focus is on cleanliness and hygiene. Regular cleaning drives, waste management campaigns, and awareness programs have been organized to sensitize students, staff, and the local community about the importance of cleanliness. Adequate waste segregation systems have been implemented across the campus, promoting responsible waste disposal and recycling practices. This has significantly reduced the college's environmental footprint and promoted a cleaner environment.

Sanitation: Sanitation facilities have been upgraded and well-maintained throughout the college. Clean and hygienic classrooms are readily accessible, contributing to the overall health and well-being of students, faculty, and staff. Regular maintenance checks and swift repair services have been implemented to address any sanitation-related issues promptly, ensuring a comfortable and healthy environment for everyone.

Green cover: The college has taken substantial steps to enhance its green cover and promote a connection with nature.Green audit, Tree plantation drives, landscaping efforts, and maintenance of green spaces have been integrated into the campus design. These initiatives not only beautify the surroundings but also provide shade, improve air quality, and foster a sense of tranquillity. The college campus instilling a sense of environmental responsibility and nurturing a deep appreciation for nature.

Pollution free healthy environment: To combat pollution and create a healthier environment, the college has implemented various measures to minimize its ecological footprint. Renewable energy sources such as solar panels have been installed to generate clean energy, reducing dependency on non-renewable resources. Moreover, the college promotes sustainable transportation options like cycling or e vehicles to decrease vehicular emissions.

Collaboration with local authorities and environmental organizations has been a key strategy in achieving these goals. The college actively participates in Indrayani Ghat cleanliness drives, engages in advocacy campaigns for environmental protection, and supports local initiatives aimed at creating a pollution-free environment.

Organisation of workshops, lectures, and awareness campaigns on environmental issues , street plays have been organized, ensuring that students and staff are well-informed about the importance of maintaining a pollution-free and healthy environment. These educational efforts contribute to building a conscious and informed community that actively engages in environmentally friendly practices.

In this way, our college's multifaceted efforts toward maintaining cleanliness, sanitation, green cover, and providing a pollution-free environment reflect a strong dedication to the well-being of its community and the planet. Through proactive measures, community involvement, and educational initiatives, the college has successfully created an environment that is not only aesthetically pleasing but also promotes the physical and mental health of all its stakeholders.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document]
Data as per Data Template	[View Document]
Any additional information	[View Document]
Link for additional information	[View Document]

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

MAEER's SDBED college stands as a beacon of innovation, committed to harnessing the potential of its local environment, leveraging locational knowledge and resources, embracing community practices, and addressing challenges in a comprehensive and sustainable manner.

Local Environment: Nestled within a rich and diverse local environment, we have strategically woven our programs and initiatives to draw inspiration from our surroundings. Our campus design incorporates elements of sustainable architecture, utilizing locally sourced materials like Vishwa shanti stage & the view of river and indigenous building techniques. These things show the unique cultural heritage of our region. We guide the people to save Indrayani & not to do immersion of lord Ganesha & dried flowers in Indrayani .We also request people not to throw garbage in Indrayani river. We organise street plays & guide the people at the time of Palkhi Sohla.

Locational knowledge and resources: In the realm of education, we understand that knowledge cannot exist in isolation. Our curriculum is designed to be contextually relevant, intertwining academic rigor with the wisdom of local traditions. Students are encouraged to engage with community elders and experts, tapping into their locational knowledge to gain insights that textbooks cannot provide. We also call natives of Alandi to give the clear information & history of Alandi. This approach not only enriches learning but also fosters a sense of respect for the wisdom embedded in our local heritage.

At the heart of our college's philosophy is a deep-rooted connection with the community. We actively involve local residents in decision-making processes, ensuring their voices are heard and their concerns addressed. Our outreach programs are not mere add-ons, but integral components of our identity. For instance, our World Peace Centre not only offers spiritual knowledge but also does social services for the community.

Community practices and challenges: We embrace the challenges faced by our community as opportunities for growth. Our social activities are designed to tackle real-world problems, often in collaboration with other colleges. But we face the challenges of political interference.

Environmental conservation is another dimension of our commitment. We collaborate with local environmental groups to organize clean-up drives and awareness campaigns. Our street plays for making Indrayani River non polluted inspiring students and community members alike to value and protect our natural resources.We organise Bhajan Sandhya on every Thursday to inculcate values among student teachers ,parents & local people.

In recognizing that sustainable development is an interconnected endeavour, we collaborate with government bodies, NGOs to synergize efforts. Our college serves as a light house to make Alandi Indrayani Ghat clean.

Hence, our college's efforts in leveraging the local environment, locational knowledge and resources, community practices, and challenges are a testament to our holistic approach to education and development. By interweaving the wisdom of the past with the novelty of the present, we strive to create a harmonious and affluent future for our community and the generations to come.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

MAEER's is a part of *G20-W-20 alliance of 20 countries*.We are the knowledge partner of it.

1.Title of the Practice: **VASUDHAIVA KUTUMBKAM (ONE WORLD ONE FAMILY)**

1.To create the attitude of Vasudhaiva Kutumbkam among the student teachers by encouraging creative ideas with universal brotherhood, peace & spirituality.

2.To give the message of humanity, spirituality, peace & values, commitment to tolerance and respect for all through the service of mankind.

The world is going through tough situation at present. Two countries are fighting among themselves for land & power. There are many people who are still giving importance to caste, community, money & religion rather than relations. The 3rd world war situation is in front of us. People are starving for peace.

The Practice:

i.Assembly

ii.International conference on Vasudhaiva Kutumbkam

iii.Lecture series on Combating Radicalization

iv.Jagtik Sahishnuta Saptah (Global Tolerance week)

v.Palkhi Sohla

i.Student teachers are singing the world peace prayer daily & implemented it in their life.

ii.Student teachers changed their attitude to Vasudhaiva kutumbkam through their behavior & presented the papers on Vasudhaiva Kutumbkam.

iii.Student teachers understood about radicalization & started to imbibe one world one family among everyone.

iv. Students got faith in Indian culture & realized the scientific approach

Problems Encountered and Resources Required

I. Modernization – Trend towards westernization

ii. Unknowingness about Saint Dnyaneshwar Maharaj to students of other states.

Notes:

Attitude of Vasudhaiva Kutumbkam is encouraged through activities, lecture series & counselling. Humanistic culture is imbibed.

MAEER's SDBED college is a part of world peace centre.We ae the member *of AURORA alliance of six coutries*. We are also a part of *World Peace Centre.*

2.Title of the Practice: **HERITAGE OF WISDOM – ALANDI ,PUNE**

1.To inspire the students to write prose, poetry & rapids to make models for the welfare of the society.

2.To aware the people about scientific & spiritual importance of Indrayani River to make it non polluted & clean.

3.To find out the new ways & methods to teach English & IT to varkari students.

The Context:

Student teachers have the creativity, newness & innovative ideas in themselves. We would have to bring it out by inspiring them.

The Practice:

i.Bhajan Sandhya

ii.Model making

iii.Reflection magazine

iv.Indrayani pollution & solution

v.Adoption of varkari sansthas

vi.Dearest to divine – Gift of Tulsi & Pasaydan

i.Student teachers have made their articles,divine songs & sang it in Bhajan Sandhya.

ii.By understanding the importance of one world one family student teachers used their creativity & made models.

iii. Students got aware about scientific & spiritual importance of Indrayani River & done efforts to make it pollution free.

iv.Students understood the scientific uses of Tulasi & importance of Pasaydan.

5.Problems Encountered and Resources Required

I. Political interference

ii. Time management due to B.Ed. study & practicals

Notes:

Creativity, innovations & newness of student teachers got enshrined & they have created their own poems, songs, articles for the welfare of the society.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

MAEER's Saint Dnyaneshwar B.Ed. College is driven by a vision to "To Contribute to the Universe

through excellence in education as a source of pride for the wellbeing of Humanity by magnifying the **Values, Skills & Spirituality"**. Adhering to its aim to develop and magnify the values, skills & spirituality the college works with the theme of **DNYANESHRI** to instil the values of wisdom, humanity and spirituality among its students.

The college's commitment to spirituality and values, as outlined in its vision, is distinctly portrayed through its emphasis on the teachings of Saint Dnyaneshwar and the study of the Dnyaneshwari.

As the day begins the morning assembly of the college commences with the **World Peace Prayer** aligning perfectly with its vision. During the Vishwa Shanti prayer students not only sing the prayer but also spread the positive vibes in the environment. The World Peace Prayer fosters a sense of unity and global consciousness among students. The message of World Peace Prayer emphasizes the interconnectedness of humanity and the desire for harmony, reflecting the college's vision for contributing to the Universe's wellbeing.

Jagtik Sahishnuta Saptah(Global Tolerance week) stands as a testament the college's commitment to tolerance and respect for all. Saint Dnyaneshwar Maharaj said **"When salt is put in the water, it becomes water. So with unity, there remains no animosity"** the celebration of Jagtik Sahishnuta Saptah motivates students to believe in the unity over animosity.
Another activity conducted under the theme of Dnyaneshwari is the contribution of college in **Palkhi Prasthan Sohla** in which the people of all casts, and religion participate in the wari, teaching students to have respect for all religions and people.

At the heart of divine theme Dnyaneshwari lies the **Bhajan Sandhya**- an embodiment of uniqueness of the college. More than a one-off event, the Bhajan Sandhya is organised weekly. The bhajan sandhya includes the Abhanga singing, spiritual discussions in which students are encouraged to engage in a discussion on spirituality.

Other activities ensuring the values, spirituality and harmony includes meditation where the students practice to connect their inner self to the supreme power. Along with this lecture of experts are organised. For instance, lectures on stress management to teach students to stay calm even in difficult situations of life. Group wise discussions are carried out by the students on Values with their teachers and the discussions are carried out in open air. The annual visit to inclusive school Snehalaya ensures that students can learn from the deprived children. The frequent outreach activities are conducted like food drive, Swachhata Abhiyan, lectures on gender equality sensitize students to the social issues. Celebration of festival, celebration of National Days, also make sure that students instil the value of interconnectedness and unity.

In essence MAEER's Saint Dnyaneshwar B.Ed. College represents a college where the education does not merely transcend the academics but also instils the **values, spirituality & humanity** to motivate its students to illuminate a path not only for themselves but also for the Universe.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Prizes to the students: To inspire the students for their academic achievement our college honours them with various prizes.Top three students get trophy & certificate, Best student award, Best anchor award, Best actor/actress award…etc every year.Students compete to get these awards.

Career Advancement facility for the faculty members to develop professionally:

The college is concerned about the well-being of its entire teaching staff. College offers paid study leaves to all teaching staff for any academic/competitive exam, Ph.D. work, training programmes…..etc & also provide seed money for conference, FDP's, Refresher courses,Ph.D. & research projects etc……

Annual weightage in monetary terms to staff: Annual weightage in the form of additional increment will be given to those who have successfully cleared NET, SET examinations, M.Phil. or Ph.D. degrees.

World Peace Centre MAEER's MIT Pune Bharat :

College is a part of World Peace Centre MAEER's MIT Pune Bharat. Under WPC college organizes Swachha Bharat Abhiyan, Research projects for the welfare of varkari students, celebration of global tolerance week, Conferences & Seminars on values & spirituality,Bhajan sandhya, morning assembly, yoga & meditation on every Thursday for students & staff to develop culture of peace & Vasudhaiva Kutumbkam in everyone's mind.

G20-W20 : Our college is a part of G20-W20.Under G20-W20.College organizes international conferences, activities for women led development, international yoga day ,women empowerment & entrepreneurship sports, health awareness programmes,etc.

Financial support to teaching & non-teaching staff:

College give bonus to all non-teaching staff at Diwali & give them financial support for buying /building a house or in their emergency needs. MAEER's SDBED accommodates to the urgent financial needs of the staff through the Employee's co-operative society of MAEER's.The membership is open to all the staff.

College publications: College publish the magazine "Reflection" every year to inspire the hidden talent of the students. Seminar/conference proceedings are published for the seminar /conferences organised by the college every year.

Green campus audit: MAEER's does green audit every year to keep the campus green and clean. We have also made oxygen park in the campus to get pure air & or the protection of environment.

Concluding Remarks :

Revered Prof (Dr.) Vishwanath D Karad is the founder president of MAEER's. He has established MAEER's Saint Dnyaneshwar B.Ed. college at Alandi Devachi, Pune in 2009 to make the teachers who will be the architects of tomorrow, Gurus of positive global change and ambassadors of world peace to make India Vishwa Guru in future.

He truly believes that Union of Science & Religion alone can bring Harmony & Peace to mankind. Teacher is one of the most importance person who could do this.

The college is dedicated to excellence in education and holistic development of the students. There is an influential system of monitoring the work through decentralization & participation of all members equally share responsibility for creating, maintaining, and developing a vibrant learning environment in which differences are valued, equity is sought, inclusiveness is practiced, expertise is honoured, potentials are sharpened, and social welfare and prosperity is esteemed.

We have broadened the minds of our students through-

*Local to Global: We are making the teachers who will think from global perspective view. They will get placed in various parts of the globe to spread the message of "One World One family" in the mind of human beings.

*Western to Indian: Today Indians are moving towards western culture. They are keeping Indian culture aside. We are inculcating Indian culture in the minds of student teachers so that they will make India the light house in the world.

*Education 1.0 to Education 4.0 – In Education 1.0 teacher taught students who were passive recipient of the concepts or ideas. We have shifted our students to Education 4.0 where students have learnt how to use digital tools in classrooms & in their teaching learning process.

*Atomistic development to holistic development:

We are taking incessant efforts on to aspire & strive for excellence in teacher education and research by acuminating the holistic development of student teachers for the prosperousness of the collaborators.

Hence, we have fostered the attitude of Vasudhaiva Kutumbkam (One world one family) in the mind of all our students to make the world full of peace, humanity & happiness.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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 last five years.**
	        Answer before DVV Verification:
	
	    1.2.1.2. **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**
	        Answer before DVV Verification:
	
	        Remark : Input is edited from clarification documents.

1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**
	
	    1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**
	        Answer before DVV Verification:
	
	        Answer After DVV Verification :

1.2.1.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	22	19	22	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	23	19	22	20

1.2.1.2 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	22	19	22	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	22	19	22	18

1.2.3.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	99	89	79	85

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

95	99	89	79	85

3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:** **1.Seed money for doctoral studies / research projects** **2. Granting study leave for research field work** **3. Undertaking appraisals of institutional functioning and documentation** **4. Facilitating research by providing organizational supports** **5. Organizing research circle / internal seminar / interactive session on research** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input is edited from supporting docu ents.
3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19 | |----|----|----|----|----| | 10 | 2 | 3 | 3 | 6 | Answer After DVV Verification : | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | |----|----|----|----|----| | 1 | 3 | 1 | 3 | 6 | Remark : consideredcalendering from (Jan to Dec.)input id edited.
3.2.2	**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years** 3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years** Answer before DVV Verification: | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | |----|----|----|----|----| | 26 | 0 | 2 | 2 | 2 |

Answer before DVV Verification (3.2.1.1):

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	3	3	6

Answer After DVV Verification (3.2.1.1):

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	1	3	6

Answer before DVV Verification (3.2.2.1):

2022-23	2021-22	2020-21	2019-20	2018-19
26	0	2	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	2	1

Remark : Input is edited from supporting documents considering the caleder Jan to Dec.

4.1.2	**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.** 4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 14 Answer after DVV Verification: 1 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 14 Answer after DVV Verification: 6 Remark : Input is edited as per the given clarification documents by HEI .Considering only classrooms and seminarhalls .

4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
724432	804924	894360	993734	1104148

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.24432	8.04924	8.94360	9.93734	11.04148

4.2.3	**Institution has subscription for e-resources and has membership/ registration for the following** 1. **e-journals** 2. **e-Shodh Sindhu** 3. **Shodhganga** 4. **e-books** 5. **Databases** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input is edited from clarification documents .

4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**
	4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69354.00	43811.00	42982.00	47425.00	52695.00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.6935	0.4381	0.4298	0.4742	0.5269

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**

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : Input is edited as per the given clarification documents by HEI .

4.3.4	**Facilities for e-content development are available in the institution such as**

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Answer before DVV Verification : B. Any 4 of the above
Answer After DVV Verification: C. Any 2 or 3 of the above
Remark :   Input is edited from clarification documents .

4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**
	4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

| 760589.80 | 631443.00 | 270409.00 | 785545.25 | 878962.73 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.605	6.314	2.70	7.855	8.789

5.3.2	**Average number of sports and cultural events organized at the institution during the last five years**
	
	    5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years**
	Answer before DVV Verification:
	
	table1
	
	Answer After DVV Verification :
	
	table2
	
	    Remark : Excluding the celeberation of National Festivals,Jayanthi's and Women's day celeberations input is edited .

table1:

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	6	8	7

table2:

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	03	03	5

6.3.3	**Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**
	
	    6.3.3.1. **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**
	Answer before DVV Verification:
	
	table3
	
	Answer After DVV Verification :
	
	table4
	
	    Remark : Input is edited form claridfication documents .

table3:

2022-23	2021-22	2020-21	2019-20	2018-19
13	5	5	5	4

table4:

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	5	5	4

6.5.3	**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	13	6	12	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	06	6	10	9

Remark : Input is edited from clarification documents.

6.5.4	**Institution engages in several quality initiatives such as** **1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements** **2. Timely submission of AQARs (only after 1st cycle)** **3. Academic Administrative Audit (AAA) and initiation of follow up action** **4. Collaborative quality initiatives with other institution(s)** **5. Participation in NIRF** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : I nput is edited from clarification documents.
7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input is edited from clarification documents.
7.1.4	**Institution has water management and conservation initiatives in the form of** **1. Rain water harvesting**

	2. Waste water recycling **3. Reservoirs/tanks/ bore wells** **4. Economical usage/ reduced wastage** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input is edited from clarifivcation documents.
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input is edited from clarification documents .

2.Extended Profile Deviations

ID	Extended Questions
1.4	**Number of outgoing/ final year students who appeared for final examination year wise during the last five years..** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
90	84	90	81	28 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
89	78	90	81	28	
1.5	**Number of graduating students year-wise during last five years..** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	

| 90 | 84 | 90 | 81 | 28 |

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	64	88	76	27

1.6	**Number of students enrolled(admitted) year-wise during the last five years..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	99	89	79	85

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	99	89	79	85

2.2	**Number of Sanctioned posts year wise during the last five years..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

3.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2314551.96	2323062.75	1329720	1199450.75	1542977.99

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15.5428	14.801	12.06	18.266	20.35

3.2	**Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 94
Answer after DVV Verification : 83

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