



Yearly Status Report - 2016-2017

Part A

Data of the Institution

| | |
|---|--|
| 1. Name of the Institution | ADARSH SHIKSHAN PRASARAK MANDAL'S SHRI BAPUSAHEB D.D. VISPUTE COLLEGE OF EDUCATION |
| Name of the head of the Institution | DR. BASHIR. A. PATEL |
| Designation | Principal |
| Does the Institution function from own campus | Yes |
| Phone no/Alternate Phone no. | 02287462886 |
| Mobile no. | 9921709207 |
| Registered Email | visputebedprins@gmail.com |
| Alternate Email | visputemedprins@gmail.com |
| Address | ADARSH PLOT NO 41 SECTOR 15 NEAR PANVEL RAILWAY STATION NEW PANVEL |
| City/Town | Panvel |
| State/UT | Maharashtra |

| Pincode | 410206 | | | | | | | | | | | | | | | | | | |
|--|---|-----------------|-----------------------|---------------------------------------|-------------|-------|-------|------|-----------------------|----------|--|-------------|-----------|---|---|-----|------|-------------|-------------|
| 2. Institutional Status | | | | | | | | | | | | | | | | | | | |
| Affiliated / Constituent | Affiliated | | | | | | | | | | | | | | | | | | |
| Type of Institution | Co-education | | | | | | | | | | | | | | | | | | |
| Location | Semi-urban | | | | | | | | | | | | | | | | | | |
| Financial Status | Self financed | | | | | | | | | | | | | | | | | | |
| Name of the IQAC co-ordinator/Director | KAVITA R KALE | | | | | | | | | | | | | | | | | | |
| Phone no/Alternate Phone no. | 02287462886 | | | | | | | | | | | | | | | | | | |
| Mobile no. | 9970095973 | | | | | | | | | | | | | | | | | | |
| Registered Email | kavita200809@rediffmail.com | | | | | | | | | | | | | | | | | | |
| Alternate Email | visputebedprins@gmail.com | | | | | | | | | | | | | | | | | | |
| 3. Website Address | | | | | | | | | | | | | | | | | | | |
| Web-link of the AQAR: (Previous Academic Year) | https://visputeeducation.info/ | | | | | | | | | | | | | | | | | | |
| 4. Whether Academic Calendar prepared during the year | Yes | | | | | | | | | | | | | | | | | | |
| if yes,whether it is uploaded in the institutional website: Weblink : | https://visputeeducation.info/ | | | | | | | | | | | | | | | | | | |
| 5. Accreditation Details | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accreditation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>B</td> <td>2.1</td> <td>2015</td> <td>03-Mar-2015</td> <td>02-Mar-2020</td> </tr> </tbody> </table> | | | | | | Cycle | Grade | CGPA | Year of Accreditation | Validity | | Period From | Period To | 1 | B | 2.1 | 2015 | 03-Mar-2015 | 02-Mar-2020 |
| Cycle | Grade | CGPA | Year of Accreditation | Validity | | | | | | | | | | | | | | | |
| | | | | Period From | Period To | | | | | | | | | | | | | | |
| 1 | B | 2.1 | 2015 | 03-Mar-2015 | 02-Mar-2020 | | | | | | | | | | | | | | |
| 6. Date of Establishment of IQAC | | | 30-Sep-2007 | | | | | | | | | | | | | | | | |
| 7. Internal Quality Assurance System | | | | | | | | | | | | | | | | | | | |
| Quality initiatives by IQAC during the year for promoting quality culture | | | | | | | | | | | | | | | | | | | |
| Item /Title of the quality initiative by IQAC | | Date & Duration | | Number of participants/ beneficiaries | | | | | | | | | | | | | | | |

| | | |
|---------------------------------|------------------|-----|
| Community Outreach Programmes | 27-Dec-2016 1 | 98 |
| Cleanliness Drive | 02-Oct-2016 1 | 94 |
| Seminar on Research Methodology | 18-Jan-2017 1 | 88 |
| Workshop on Action Research | 02-Feb-2017 1 | 119 |

L::asset('/', 'public')/public/index.php/admin/get_file?file_path='.encrypt('Postacc/Special_Status/'. \$instdata->upload_special_status))}

[View Uploaded File](#)

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--------------------------------|--------|----------------|-----------------------------|--------|
| NIL | 00 | NIL | 2017 00 | 0 |
| No Files Uploaded !!! | | | | |

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View Link](#)

10. Number of IQAC meetings held during the year :

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

1. Training for teachers on instructional strategies 2. Addition of Audiovisual devices and electronic devices for teaching learning purpose 3. Students participation in outreach programme and rural development 4. Environmental awareness campaign 5. Culture conservation programme Kalamohotsav

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

| Plan of Action | Achievements/Outcomes |
|---|--|
| To take decision on library and infrastructure updation | The approval form management was obtained for library and infrastructure updation |
| To conduct orientation on new revised B.Ed. syllabus of University of Mumbai | An orientation was given to faculty members on revised B.Ed.syllabus of University of Mumbai |
| To encourage students to participate in university level, state level and national level events | Students were informed about different events and competitions at the state, national level through the notice boards and lectures |
| To organise alumni meeting | A planning on alumni meet was done and past students were informed about the meeting |
| To organise faculty training programme on school pedagogy | Faculty members were informed about the faculty training programme. |
| To plan schedule for remedial guidance for low achievers | coursewise schedule was prepared for the students who need remedial guidance. |
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| | |
|--|-------------|
| 14. Whether AQAR was placed before statutory body ? | No |
| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ? | No |
| 16. Whether institutional data submitted to AISHE: | Yes |
| Year of Submission | 2016 |
| Date of Submission | 31-Dec-2016 |
| 17. Does the Institution have Management Information System ? | No |

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Curriculum implementation is the translation of a written curriculum into

classroom practices. Regardless of the definition or approach, curriculum can be organized into three major components: objectives, content or subject matter, and learning experiences. Our D.D. Vispute College of Education has set up a committee for planning, organizing implementation, and review of the curriculum under the Guidance of the principal of the college. The institute follows the guidelines for curriculum as advised by the University of Mumbai. The curriculum planning committee was also formed in the institute for regular follow-up, mentoring, and feedback on the procedure of applying. The committee plans and emphasizes the execution of activities like group discussions, different types of co-curricular activities debate, innovative methods of teaching, integration of ICT in the teaching-learning process, effective presentation skill development methods, webinars, seminars, and workshops regarding different relevant topics of the syllabus. The institute also provides an environment for students to develop social skills, interaction skills, leadership quality, and professional competency through various activities. For revising the curriculum execution committee takes feedback from students, teachers, and stakeholders at regular intervals. The institution provides opportunities for students to acquire and demonstrate knowledge, skills, values, and attitudes related to various learning areas. Which provides positive effects both in terms of education and self oral development according to courses in critical thinking, communication skills, collaboration with others, etc. offered by the Institution. The internal competitions were organized between the kolas, which acts as the development of interest and teamwork attitude between the students. The college has contacts with more than 10 practicing schools in the town and nearby villages. The sister institute of the institute has also started a new school in Vichumbe-Devad village. Practice-teaching lessons continue into two semesters and imparting of practice teaching skills starts in I semester through the practice of micro-teaching skills, simulated lessons, integrated lessons, an exhibition of teaching-learning material, model lessons by lecturer, lectures & counseling on improving handwriting & blackboard writing, teaching practice in school and observation of lessons. Apart from this students have to complete two semesters of other curriculum activities i.e. seminars, open book assignments, essays, computer-assisted instructions (CAI), projects, content tests, experiments in psychology, community work, different types of teaching method internships, etc. which are add-on courses for the development of confidence. The institution provides the students with varied learning the utility and applicability of the content to different school systems, communities, and life through the core, interdisciplinary, and pedagogy courses. The student teachers are trained with ICT-enabled teaching-learning processes, action research, and dissertations, creating learning resources by their teacher educators as mentors. The 18 weeks of internship and 2 weeks of community-related work exposed them to inter and soft skills to enhance professionally relevant understandings and consolidate these into their professional acumen. The students are also trained in resume writing, interview etiquette, and facing interview panels with confidence. Visits to special schools were organized as part of the Special School Visit on the subject of creating inclusive schools. Students are given counseling and value-based courses to develop their oral, spiritual, and emotional well-being including on the Sports and on entrepreneurship skills.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|-------------|-----------------|-----------------------|----------|--|-------------------|
| 00 | 00 | Nil | 00 | 00 | 00 |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|-------------------|--------------------------|-----------------------|
| Nil | 00 | Nil |
| No file uploaded. | | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--------------------------|---|
| BEd | General | 01/06/2015 |
| MEd | General | 01/06/2015 |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| | Certificate | Diploma Course |
|--------------------|-------------|----------------|
| Number of Students | 0 | 0 |

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---------------------|----------------------|-----------------------------|
| 000 | Nil | 0 |
| No file uploaded. | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|------------------------------------|--------------------------|---|
| BEd | Education | 69 |
| MEd | Education | 8 |
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |
| Parents | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

| Feedback Obtained |
|---|
| <p>The IQAC of the college periodically reviews and takes action to improve the quality of the teaching-learning process. The college prepares an academic Calendar is prepared in advance, displays and circulates it in the college, and strictly follows it. Admission to various programs, summer, winter, and mid-term vacations, examination schedules, and declaration of results are mentioned in the Academic calendar. All newly admitted students have to compulsorily attend the Orientation Programme which distributes educational materials. in which they are made aware of the philosophy, the uniqueness of the Education</p> |

system, the teaching-learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the Institute. All students are also given a guided tour of the campus and the various facilities. The college always keeps focusing on Outcome Based Education as per its vision, mission, and objectives. The college regularly organizes the curricular and co-curricular activities for the fulfillment of the goals of the institute. Similarly, the teaching and learning process is conducted as per the course outcomes against the institutional and curriculum. The college has designed feedback forms for Students, Teachers, Employees, and Parents as per the guidelines of NAAC and obtains feedback on a regular basis. IQAC committee analyses the feedback forms Teacher educators provide self-appraisal reports to the head of the Institution at the end of the academic students are encouraged to ask for difficulty in subjects so that it can be rectified and improve the delivery of the subject's teacher. During the annual feedback on the subject as well as the subject teacher is taken through a structured questionnaire designed with a focus on every aspect of Teaching teaching-learning process and another administrative process. This feedback is used for overall improvement in all areas. Teaching is the core activity of the college, hence to maintain teaching quality each teacher's feedback is to be taken from students twice in each semester. Respective Class Teachers has to distribute the forms amongst the student, collect and submit them to IQAC for Analysis. On the basis of this analysis, the Principal can take appropriate steps to improve the quality of the teaching-learning process in the College. There is a Suggestion Box in the College Office for use by the students to express any grievance or complaint. The Box is opened every week by the College Administration under the supervision of the Principal. The college is strictly committed to the academic calendar that guides the various activities in advance. Performance of College is increasingly judged on the basis of effective learning outcomes. Feedback Mechanism is essential to know whether the college is delivering good performance and imparting quality education. Hence, the College made a policy decision to make feedback forms available for different stakeholders to analyze the institutional performance on different fronts. The Feedback Forms are circulated to all the Stakeholders i.e. Students, Parents, Employers, Alumni, and Faculty Members. Dually filled feedback forms are to be forwarded to IQAC for Analysis. Every month the Feedback analysis is forwarded to the principal for further process and action.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|-----------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BEd | EDUCATION | 50 | 20 | 20 |
| MEd | EDUCATION | 50 | 2 | 2 |

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| | | | | | |

| | | | | | |
|------|----|---|---|---|----|
| 2016 | 69 | 8 | 7 | 4 | 11 |
|------|----|---|---|---|----|

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|--|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 11 | 11 | 9 | 1 | 1 | 9 |
| View File of ICT Tools and resources | | | | | |
| View File of E-resources and techniques used | | | | | |

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

In bachelor education various work in teams. Assistant professor create groups for many activities. Assembly is conducted in a group, and the internship arranges the school-wise group. In B.Ed. semester I and semester IV conduct a social service camp of one week. Cultural activities, sports, and different competitions are also conducted in groups. Teachers search for students (talent) and are available for the opportunity to develop students own skills. Conduct meditation in assembly to reduce student stress. In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing, and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides, and advises another teacher more junior in experience in a work situation characterized by mutual trust and belief. Professors mentor the students continuously. Mentoring in assembly presentations, whole lectures, mentor lesson guidance, various activities, and internal and external exams. Mentor the students and activities in college. A mentor is a knowledgeable, experienced, highly effective teacher who works with or alongside a beginning teacher or less experienced colleague. It is a structured relationship with clear planning for the type of support sought and the goals of the relationship. However, mentoring is not just for new teachers experienced teachers may also hone aspects of their teaching and leadership skills in partnership with a mentor. The iUniversityMumbai conducts B.Ed. course. Shri. Bapusaheb D.D. Vispute College of Education, New Panvel affiliated with the University of Mumbai. In this B.Ed College available mentoring system. The academic year 2019-20 available mentoring system in this institution. In this year 5 mentors of B.Ed. students, prepare five groups, with each group of 10 students allotted. Each professor gives personal attention to the intellectual, social, psychological, and physical development of the students in his group. Students are divided into groups All the activities in the assembly are done as a group, as many students as there are in a group, each student is assigned one responsibility of the assembly, and each professor presents the assembly of his group. The professor prepares the responsibilities given to each student in each group. Students are well guided by the faculty on how to use visual and audio-visual aids in a proper way. Co-curricular activities are to be presented by one group. Each group is given the responsibility of the program. In the various activities that are conducted in the colleges, the students participate in groups. For these various activities, the students are guided according to these groups. Each group is given the responsibility of one program. Professors prepare students in groups. If a student is behind in a subject, such a student is guided or a group of students who are behind in studies are guided from time to time. The progress of the students in the group is checked. The progress is checked according to the session. In the group, the professor gives individual attention to each student. The professor discusses the progress of the student with the parents and tries to solve the problems

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|--|-----------------------------|-----------------------|
| 77 | 11 | 1:7 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 13 | 11 | 2 | 0 | 6 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National,

International level from Government, recognised bodies during the year)

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|------------------------------------|---|-------------|--|
| Nill | NIL | Nill | NIL |
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|------------------------------------|----------------|----------------|--|---|
| BEd | 4E00134 | SEM-IV | 30/04/2017 | 04/09/2017 |
| MEd | 4E00734 | SEM-IV | 30/04/2017 | 02/08/2017 |
| View Uploaded File | | | | |

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The Continuous Internal Evaluation (CIE) Encourages the students to progress continuously in the semester leading to a thorough understanding of the course. Allows teachers to evaluate the performance of their students in accordance with the course objectives. Adarsh shikshan Prasarak Mandal Sanchlit, Shri.Bapusaheb D.D. Vispute College of Education affiliated University of Mumbai. B.Ed. and M.Ed. courses are conducted at the University of Mumbai. Both courses have been revised in the 2015 order of UGC. University of Mumbai syllabus program B.Ed. and M.Ed. credit-based semester and grading system with effect from the academic year 2015-2016 2016-2017. The evaluation method has been completely changed in the new course. Both courses are completed through training. Evaluation is done internally and externally. Continuous evaluation in the internship period. Practice Teaching observation, Students conduct various activities in an internship. B.Ed. Evaluation Semester 1st 500 Marks, internal marks-140, external marks-210, practicum-150. Semester 2nd 500 Marks, internal marks-140, external-210, practicum-150. Semester 3rd 550 Marks, internal marks-80, external marks -70, practicum-400. Semester 4th 415 Marks, internal marks-110, external marks -140, practicum-215. For 30 marks internal. For 30 marks internal assessment student teacher has to complete 2 Assignments from the Assignments given in the respective courses and for 15 marks Internal assessment student teacher has to complete 1 Assignment from the Assignments given in each section. In B.Ed. course continuous internal evaluation semester 1st Understanding Disciplines and School Subject 50 marks, Reading EPC I Reflection on Text, book review 10 marks, community work 20 marks, participation in co-curricular activities in college, content test 25 marks, class test essay test 80marks. Semester 2nd EPC II Drama and Art in Education 50marks, shadowing of subject teacher observation 20marks, observation of school activities 15marks, peers observation 15marks, participation in co-curricular activities in college 15marks, critical analysis of an educational film 10marks, class test essay test 75 marks. Semester 3rd EPC III Critical Understanding of ICT 50 marks, lesson 260 marks, Theme Based learning 20 marks, Co-teaching lesson with school teacher 30 marks, Blue Print and administration of test 15 marks, Reflective Journal on internship activities 20marks, Literacy Awareness program in the Community 15 marks, class test essay test 30marks. Semester 4th EPC IV Understanding the Self 50marks, Co-teaching with peers 80marks, Developing learning resources 10marks, Anecdotal record/interview a

school student 10marks, Organizing co-curricular activities in school 10marks, Reflective Journal on internship activities 20marks, School-Based Action Research 25marks, class test essay test 60marks. M.Ed. Evaluation M.Ed. Course semester 1st 400 marks internal 160 marks, external 240 marks, three core courses and Communication and Expository Writing, Self Development. Semester 2nd 400 marks internal 160 marks, external 240 marks, four core courses, and Dissertation and internship. Semester 3rd 400 marks internal 160 marks, external 240 marks, Specialization Courses(EE/SE) two papers, two core course, Internship -Related to Specialization, Dissertation, Academic Writing. Semester 4th 500 marks, three courses Specialization on Courses, Dissertation.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

In the academic calendar pre plan of theory period, practical period, working days, cultural activities, internal exams, educational visits, and competitions. The correct adoption and utilization of an academic calendar become increasingly important as the number of students studying at the institution expands year after year. Even if an event creation and calendar management system appears to be simple, with a list of events mapped to various dates, the way an academic calendar is organized has a considerable impact on the academic and business goals of the educational institution. In the academic calendar pre-plan the theory period, practical period, working days, cultural activities, internal exams, educational visits, and competitions. Shri. Bapusaheb D.D. Vispute College of Education, New Panvel affiliated with the University of Mumbai. This college conducts Bachelor of Education (B.Ed.) and Master of Education (M.Ed.), these courses are training courses. College prepared academic calendar each year separately. Prepared the academic calendar to start before the academic year. In this academic calendar include all things related to this course. A proper plan for every internal exam. In the B.Ed. and M.Ed. courses four semesters, each semester plan class test, essay test, and content test. In the academic calendar include all internal tests properly. In the academic calendar, courses throughout the years along with upcoming holidays, actual working days, various activities, various programs, and examination results are all planned in the academic calendar. Various internal examinations are also planned in the academic calendar for each semester. Class tests and content tests are conducted each semester under B.Ed. This internship also has internal marks. Internal students are assigned lesson test observation. Various activities are assigned internal marks. During the internship, these students are observed working with NGOs as well as checking the administrative work of the students and they are given internal marks. As exam dates are fixed, students can also prepare for their studies, internal exams are on time, their internal marks can be sent to the University on time, exams are very important in the academic calendar, and due to the planning of exams, every task is carried out properly. The academic calendar is very important and in this, all the exams are planned in a proper manner during the year due to this planning every professor gets important information about the exam to be conducted for his subject so that all the professors complete the syllabus of their subject on time. Even after the examination, the paper-checking marking scheme in the examination also makes all the work easier for the professors. Proper planning of exams also helps to plan other things properly. Due to the sectional system internal exams are conducted frequently. Planning these exams properly in the academy calendar allows enough time for each work. Faculty also gets the required time for evaluation. In the academic calendar, whole exams are planned in the proper month to decide and confirm the week of the internal examination. The student's academic progress is monitored regularly by adopting the strategy of continuous

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://visputeeducation.info/naac/handbook-of-institute/>

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|--------------------------|---|---|-----------------|
| 4E00134 | BEd | EDUCATION | 39 | 37 | 94.87 |
| 4E00734 | MEd | EDUCATION | 6 | 6 | 100 |

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://visputeeducation.info/naac/sss/>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|-----------------------|----------|----------------------------|------------------------|---------------------------------|
| Nil | 00 | 00 | 0 | 0 |

No file uploaded.

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|--|---|------------|
| Innovation strategies in Teaching, learning process | SHRI BAPUSAHEB D D VISPUTE COLLEGE OF EDUCATION NEW PANVEL B.ED | 27/08/2016 |
| Challenges in implementing two year teachers education programme | SHRI BAPUSAHEB D D VISPUTE COLLEGE OF EDUCATION NEW PANVEL M.ED | 13/11/2016 |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|---|-----------------|-------------------|---------------|-----------|
| INNOVATIVE TEACHING, LEARNIG AND PADAGOGY | Seema N. Kamble | Maval Varta, Pune | 05/09/2017 | EDUCATION |

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsered By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|-------------------|------|--------------|----------------------|--------------------|----------------------|
|-------------------|------|--------------|----------------------|--------------------|----------------------|

Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---------------------------|---|--|--|
| Air purification | Shri Bapusaheb D.D.Vispute College of Education, New Panvel | 11 | 61 |
| Health awareness | Shri Bapusaheb D.D.Vispute College of Education, M.Ed New Panvel | 11 | 71 |
| Medical help | Shri. D. D. Vispute School Of Nursing, New Panvel | 11 | 51 |
| Educational awareness | Shri Bapusaheb D.D.Vispute College of Education, New Panvel | 11 | 32 |
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---------------------------|---|------------------------------------|---------------------------------|
| Energy Conservation | Urja Va Sanvardhan Puraskar (to Management) | Government of Maharashtra MEDHA | 77 |
| Social Activity | Raigad Gaurav Puraskar | Raigad | 63 |
| View File | | | |

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agen cy/collaborating agency | Name of the activity | Number of teachers participated in such activites | Number of students participated in such activites |
|---------------------------|--|----------------------|---|---|
| Road Safety Awareness | Regional Transport office Panvel | Helmet Rally | 11 | 73 |
| View File | | | | |

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---------------------------|-------------|-----------------------------|----------|
| 01 | 69 | Institutional Support | 15 |
| View File | | | |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---|--|---|---------------|-------------|-------------|
| Internship support, Career Educational guidance | College School academic col laboration | CKT School Panvel | 04/07/2016 | 20/09/2016 | 20 |
| Internship support, Career Educational guidance | Research guidance Support | CKT ENG School Panvel | 29/01/2016 | 01/03/2016 | 02 |
| View File | | | | | |

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---------------------------|--------------------|----------------------------|---|
| Infinity Foundation | 10/08/2016 | Work with community | 52 |
| Infinity Foundation | 10/08/2016 | Literacy awareness pregame | 52 |
| View File | | | |

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 1500000 | 1271389 |
| 200000 | 157908 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|--------------------------------|-------------------------|
| Class rooms | Existing |
| Seminar Halls | Existing |
| Classrooms with LCD facilities | Newly Added |
| Laboratories | Existing |
| Campus Area | Existing |
| Others | Null |
| View File | |

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or partially) | Version | Year of automation |
|---------------------------|---|---------|--------------------|
| 00 | Null | 00 | 2023 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|---------------------------|----------|--------|-------------|-------|-------|--------|
| Text Books | 335 | 0 | 0 | 0 | 335 | 0 |
| Reference Books | 6291 | 735604 | 214 | 49156 | 6505 | 784760 |
| e-Books | 349 | 0 | 0 | 0 | 349 | 0 |
| Journals | 119 | 0 | 0 | 0 | 119 | 0 |
| e-Journals | 9 | 0 | 0 | 0 | 9 | 0 |
| CD & Video | 42 | 0 | 0 | 0 | 42 | 0 |
| Library Automation | 0 | 0 | 0 | 0 | 0 | 0 |
| Weeding (hard & soft) | 453 | 0 | 0 | 0 | 453 | 0 |
| View File | | | | | | |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---------------------|--------------------|---------------------------------------|-----------------------------|
| 00 | 00 | 00 | Null |
| No file uploaded. | | | |

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/ GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|----------------------------------|--------|
| Existing | 12 | 1 | 1 | 1 | 1 | 1 | 1 | 50 | 0 |
| Added | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 12 | 1 | 1 | 1 | 1 | 1 | 1 | 50 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| |
|---------------|
| 50 MBPS/ GBPS |
|---------------|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
|--|--|

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 1000000 | 822380 | 500000 | 345980 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

There are established systems and procedures for maintaining and utilizing physical, academic, and support facilities such as laboratories, sports complexes, computers, classrooms, etc. in the institute. The maintenance of physical, academic, and support facilities is carried out by the respective departments with the help of in-house staff on a daily basis and periodically.

1) The campus maintenance is monitored through surveillance Cameras. 2) The college has a maintenance committee that oversees the maintenance of buildings, classrooms, and language labs. 3) The maintenance committee is headed by the Principal who in turn monitors the work. The Principal efficiently organizes the workforce, maintaining duty tiles containing details about their individual floor-wise responsibilities, timings, leave, etc. 4) The maintenance committee conducts periodic checks to ensure the efficiency/working condition of the infrastructure. 5) Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness, and infrastructure on the campus so as to provide a congenial learning environment. 6) Classrooms, Staffrooms, Seminar halls Computer Lab, etc. are cleaned and maintained regularly. Wash rooms are well maintained. Dustbins are placed on every floor. 7) Optimum working condition of all properties and equipment on the campus is ensured through annual maintenance. The annual maintenance includes the maintenance of the Generator, CCTV cameras, and Water Purifiers. 8) A student-friendly canteen is run by the college. Hygienic food is made available at affordable rates. The canteen is open on all working days. 9) Every department maintains a stock register for the available equipment. Proper inspection is done and verification of stock takes place at the end of every year. 10) Library books and records maintenance is done every year. 11) Sports complex /ground /equipment: The Sports coordinator of the institute looks after the sports facilities and the activities. 12) The institute has employed technicians (electrician and plumber) for up keeping and maintenance of the electrical and drinking water facility. The institute has also appointed housekeeping staff and gardeners to maintain the gardens. 13) To maintain internet connectivity and CCTV security system, a network and system administration team is appointed.

<https://visputeeducation.info/>

CRITERION V – STUDENT SUPPORT AND PROGRESSION**5.1 – Student Support**

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|--------------------------|--------------------|------------------|
| Financial Support from institution | 00 | 0 | 0 |
| Financial Support from Other Sources | | | |

| | | | |
|-------------------|----|---|---|
| a) National | 00 | 0 | 0 |
| b) International | 00 | 0 | 0 |
| No file uploaded. | | | |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved |
|---|------------------------|-----------------------------|-------------------|
| Yoga Day | 21/06/2017 | 74 | 01 |
| View File | | | |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|---------------------------|---|--|--|--|---------------------------|
| 2017 | 3 Days National Teacher Training Workshop | 0 | 74 | 0 | 4 |
| View File | | | | | |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 0 | 0 | 0 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|---|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| Shri. Bapusaheb D.D. Vispute Primary, Secondary English Medium School jr. College | 52 | 4 | 0000 | 0 | 0 |
| View File | | | | | |

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students | Programme graduated from | Department graduated from | Name of institution joined | Name of programme |
|------|--------------------|--------------------------|---------------------------|----------------------------|-------------------|
|------|--------------------|--------------------------|---------------------------|----------------------------|-------------------|

| | enrolling into higher education | | | | admitted to |
|------|---------------------------------|------|-----------|---|-------------|
| 2016 | 0 | B.Ed | Education | Shri.Bapus aheb D.D. Vispute College of Education . | M.Ed |
| 2017 | 0 | B.Ed | Education | Shri.Bapus aheb D.D. Vispute College of Education . | M.Ed |

[View File](#)

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|-------|---|
| Nil | 0 |

No file uploaded.

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|----------|---------|------------------------|
| Cultural | College | 11 |
| Sports | College | 26 |

[View File](#)

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| Nil | 00 | Nil | Nil | Nil | 00 | 00 |

No file uploaded.

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

? Student Council The students of the student council assist in sharing ideas, interests, and concerns of other students with teachers and College administrators. They also often help fund College-wide activities, including community events, community projects, outreach, and College reform. Enrolling as a student council is more than just management and teamwork skills, it can assist a student in building memories, building relationships, and learning about personal goals. Student Speaking and writing skills, gain experience in public speaking and learn how to make a positive impact in your College and community. It also provides opportunities to meet new friends and work with diverse people. Students should be very responsible towards their duties, who are willing to work hard should only apply for it. As a member of the student committee, students will be called to serve on behalf of the concerns of other students. The council does not have the right to change policies and is only intended to express the views of students. It is a community-based student organization dedicated to cultivating school spirit and leadership among

students. The students who participate on committees at all levels adhere to high standards of personal conduct. The goal of the student committee is to provide a democratic format for students to address College-related issues that affect their lives, maintain open communication between students and staff, teach students the duties and responsibilities, and have good behavior in the college. The student council has various roles, such as organizing school activities, like prom. The student council is also responsible for handling philanthropic fundraisers, like blood drives or taking donations. Overall, the student council aims to make positive changes that benefit the students, College, and community. There are many benefits of a student council. For example, the student council teaches young people effective leadership skills. It also teaches young people how to give back to the community and help those in need. A strong student council is one that includes students who have good grades and are positive role models. Additionally, effective communication and teamwork skills between student council members can make a student council strong. It is just as important to have an adviser who provides council members with guidance. Objectives of the Students Council

- To represent student feelings, opinions, and interests.
- To give students a share in decision-making.
- To help in developing potential leaders through leadership workshops and other organizations.
- To encourage students to participate in college activities.
- To promote an activity program that is open to all students.
- To help students understand and accept their role in a college environment
- To develop within students a sense of responsibility for their own conduct or behavior
- To develop understanding, respect, and appreciation for cultural differences or similarities.
- To develop a sensitivity to and awareness of the needs and problems of others
- To develop a desirable sportsmanship attitude in students

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

00

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Shri Bapusaheb D. D. Vispute College of Education has set up with the goal of 'Preparation of effective secondary higher secondary teachers, who are capable of responding to the changing needs and challenges of contemporary Indian Society. We want to develop the future generation of the rural area techno-savvy and scientific tempered. The management had made efforts for the all-round development of the students to face the current challenges of modern society. The college follow the commitment of Professional decentralization in the management The college always believe in the practices of participatory management through the involvement of various stakeholders . The practice of

decentralization is necessary transcendence in management. Consult the section on political decisions, planning and administration. The college is having horizontal management system with departments of control and delegation of powers and responsibilities. Consensus decision making, transparency, willingness to accept requests and lateral thinking are the main virtues of decision system. The opinion and suggestions of teaching and non teaching staff members are considered with equality. The college always believes in catering quality education to the society and its members. The College administration is playing a lead role, leading and supporting the development and implementation of policies, programs, and initiative that are associated with the vision and mission of the college. The administration has a smooth functioning in the all areas like Admissions, Account and Finance, Record Keeping, Evaluation and Supervision, and Maintenance. The college management has given a freedom and rights to the to lead all the academic activities of the college and work on the vision and mission of the college . all the members of college development committee regularly meet and take necessary steps to formulate and implement the perspective plan of the college The Administrative and academic areas are controlled by the Principal of the college . Internal Quality Assurance Cell monitors the academic and administrative activities. Mentorship is introduced in all the departments and it is effectively monitored by the Principal. The management authority regularly conducts the review of functioning of the college. The Necessary guidance and directives are issued through these meetings the budget of the college is prepared prior to the starting of the academic year and gets approved by the management hence there is a good support as well as the motivation from the management relating to the implementation of the objectives specially designed to attain quality teaching and learning aspects of the college. Thus the college works with vision of attaining the academic excellence through inculcating all possible knowledge and skills and attitude for preparing best teachers for the society as well as development of personality of the students. The college makes provisions for the implementation of desire programmes through all its academic calendars and the regular feedback from the students and the staff members also. Thus the role of management is very positive and forward-looking. By keepin in the mind the aim of providing best possible education within the given limitations the college works for attaining the academic excellence.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|------------------------|---|
| Curriculum Development | In the starting of the academic year, college conducts a meeting and prepares academic calendar for B.Ed and M.Ed. programmes saperately. The time table of both the programmes are prepared accordingly. Then teacher plans their subject plans in advanced for better delivery of curriculum transaction. Teaching learning process is monitored by the Principal of the college. All the teachers are instructed to follow constructivism based innovative teaching methods like co-operative learning, experiential learning, collaborative learning, participative |

learning in their daily teaching. The college has given advice to faculty members to use ICT based tools for teaching purpose as well as suggested to motivate students for self-learning with the help of open educational resources. The college conducts co-curricular activities in line with the content given in the curriculum.

Teaching and Learning

The time table of both the programmes is prepared accordingly. Teacher plans their subject plans in advanced for better delivery of curriculum transaction. Teaching learning process is monitored by the Principal of the college. All the teachers are instructed to follow constructivism based innovative teaching methods like co-operative learning, experiential learning, collaborative learning, participative learning in their daily teaching. The college has given advice to faculty members to use ICT based tools for teaching purpose as well as suggested to motivate students for self-learning with the help of open educational resources.

Examination and Evaluation

Shri Bapusaheb D.D Vispute college of Education is affiliated to University of Mumbai and following syllabus and examination pattern of University of Mumbai. The evaluation criteria is already given by the university for external and internal assessment according to that evaluation is carried out for B.Ed. and M.Ed. Programme . The University provides tool for internal assessment. The college follows the same criteria. The college does evaluation of students with the help of class test, content test, Essay test and assignments as well as project based activities such as practice teaching and internship. For M.Ed. programme also internal test, internship and research dissertation assessment is carried out. The external assessment is done with the help of semester examination conducted by the university of Mumbai the whole evaluation work is done according to the guidelines given in the syllabus of Mumbai university for each course.

Research and Development

The college has good practices of research activities and to develop a research attitude in students, college has the research guidance cell which

encourages teachers and students to present research papers in national and international seminar and to publish research articles/ papers in various reputed journals. The students enrolled for M.Ed. course were encouraged to publish research papers at state, National International level. reputed journals. The college also organize national level seminar and conferences and workshop based in various themes of research. The management of the college encourages colleges to apply for the research project grants and grants for organizing seminar and conferences. The college also encourages M.Ed. students to go for M.Phil and Ph.D education further and provides guidance for that. College always take efforts to strengthen the research area by consulting with the experts and educationists.

Library, ICT and Physical Infrastructure / Instrumentation

Library is considered as a souls of the college and attention has been paid from the establishment of the college for the development of the library. The college having a well-developed library and is well equipped with number of books, journals which are suitable for the B.Ed and M.Ed program curriculum. Number of reference Books, textbooks, Journals, Novels is available in the library for references. OPAC system is available in the library. A separate library committee has been developed by the college to take decisions on library resources and management Library provides the e-resources, ebook for the students. Teachers were encouraged to be technologically sound and use techno- pedagogy in their classrooms. The college has installed an LCD projector in every classroom to make the teaching more effective. Students use language lab, they take active participate in language learning exercises and get more practice time. Art and crafts Recourse center: our B.Ed students utilize their creative works of arts and craft they can develop their teaching materials, drawing and painting out of their own desire work The Institution has adequate infrastructure and physical facilities for teaching and le Classrooms: college encompasses a sufficient number of well- furnished, well-ventilated Seminar Hall: The

College has seminar halls.

Human Resource Management

The college has a policy to recruit the teaching and non teaching faculty members as per the guidelines provided by the UGC and NCTE. The college has well qualified teaching and non teaching staff for discharging their academic and administrative duties. College follows all the guidelines of NCTE, UGC and University of Mumbai for the appointment of the teaching and non teaching faculty with a detailed advertisement in the newspaper and subsequent selection process. The college organises as well as send teaching and non teaching faculty members for the professional training and faculty development programmes. The college takes care of the faculty members about their physical and mental health and organises different health camps.

Industry Interaction / Collaboration

The college is always trying for the collaboration with the different organizations working in the area of education, Social development and environmental conservation. The college has decided to sign MoU with various educational industries for the training and development of students as well as for the entrepreneurship guidance. The college has decided to go for the maximum collaboration with various organization on the area of environment and sustainability and waste management as well as awareness programmes related to health and hygiene. The college also invites experts from the education industry for informing students about the e-learning software and apps development

Admission of Students

The college follows the policy of admission as given by the admission regulatory authority of Maharashtra and CET cell of Maharashtra. Admission for B.Ed. and M.Ed. programme is carried out by Gov.of Maharashtra by conducting CET examination at the state level . College strictly follows the Rules and Regulations set by Government of Maharashtra. The college under its professional guidance cell conducts CET guidance workshops for the B.Ed and M.Ed . aspirant students for helping them to know about CET examination and its syllabus. College has already displayed the information of B.Ed. and

M.Ed. programmes on its website including intake, syllabus, eligibility etc. The college has also made a prospectus to inform parents and students about the courses and college in detail.

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area | Details |
|---------------------------------|---|
| <p>Planning and Development</p> | <p>The College uses e-tools including emails and online meeting platforms . Separate WhatsApp groups are made for circulating the Important administrative and academic notices. A communication with the help of Emails is done ICT is used in admission procedure of F.Y. B.Ed and M.Ed course, it includes college registration on Maharashtra government portal, University portal, downloading students merit list, allotment list etc. The college has decided to use maximum online support for the administration.</p> |
| <p>Administration</p> | <p>E-governance in administration has raised the transparency, accountability, efficiency, and effectiveness and inclusiveness in the governing process in terms of reliable access to the information within government, between government, national, state, municipal, and local level governments, citizens, and businesses and empowers business through access and use of information The main focus of the E-Governance policy for the administration is to provide transparent, equitable, and accountable service delivery to the students and parents . The aim of the e- governance is to improves the quality of governance and ensures people’s participation in the governing process through electronic means like e-mail, websites, SMS connectivity, and others.</p> |
| <p>Finance and Accounts</p> | <p>The college has dedicated staff for accounts and finance. The college conducts financial audits regularly. The institution also has a strong financial advisory board for the Management of accounts. All daily transactions are tallied by the cashier of the college The auditors also check Fees Receipts and disbursement of Scholarships received from the Government and other agencies. The auditors verify all financial</p> |

transactions and submit a detailed report of observations. Based on the observations given, the accountant of the college modifies the statements of accounts as required. The Management has appointed CA Chartered Accountants as the External Auditor of the college.

At the end of every financial year, annual financial statements are prepared and presented for audit. The auditors review the financial statements, documents, vouchers, and bills. They check statutory payments-TDS, Professional Tax, PF, ESI remittance, etc. The College uses the Tally ERP 9 for E-governance, for transparent functioning of the Finance and Accounts department of the college. Admission for B.Ed. and M.Ed. programme is carried out by Gov. of Maharashtra by conducting CET examination at the state level. College strictly follows the Rules and Regulations set by Government of Maharashtra. The college under its professional guidance cell conducts CET guidance workshops for the B.Ed and M.Ed. aspirant students for helping them to know about CET examination and its syllabus.

Student Admission and Support

The college provides support for admission by following the number of steps. Admission for B.Ed. and M.Ed. programme is carried out by Gov. of Maharashtra by conducting CET examination at the state level. College strictly follows the Rules and Regulations set by Government of Maharashtra. The college under its professional guidance cell conducts CET guidance workshops for the B.Ed and M.Ed. aspirant students for helping them to know about CET examination and its syllabus.

Examination

The college conducts the examinations as per the guidelines given by the University of Mumbai as college is affiliated to University of Mumbai and following syllabus and examination pattern of University of Mumbai. The evaluation criteria is already given by the university for external and internal assessment according to that evaluation is carried out for B.Ed. and M.Ed. Programme. The University provides tool for internal assessment. The college follow the same criteria.

The college does evaluation of students with the help of class test, content test, Essay test and assignments as well as project based activities such as practice teaching and internship. For M.Ed. programme also internal test, internship and research dissertation assessment is carried out. The external assessment is done with the help of semester examination conducted by the university of Mumbai.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|------|---------------------------|--|--|-------------------|
| 2016 | Dr. Seema Nivrutti Kamble | Innovative strategies in Teaching, Learning Process | NAAC Sponsored R.B. Narayanrao Borawake College, Shrirampur, (Paper publication) | 1000 |
| 2016 | Dr. Seema Nivrutti Kamble | Challenges in Implementing two year teacher Education Programme | Solapur University College of Education, Barshi | 1000 |

[View File](#)

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|------|--|---|------------|---------|---|---|
| 2017 | Seminar on Reserach methodology | NIL | 18/01/2017 | Nil | 11 | 0 |
| 2017 | Workshop on Action Research | NIL | 02/02/2017 | Nil | 11 | 0 |

[View File](#)

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|--|---------------------------------|------------|------------|----------|
| UGC sponsored refresher course in Research Methodology in social sciences (ID) | 1 | 03/11/2016 | 23/11/2016 | 21 |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| 11 | 7 | 13 | 13 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|--|---|---|
| Health Blood Check up, Maternity leave for female staff, Medical concession for staff, Provident fund. | Health Blood Check up, Salary in advance, Provident Fund facility, Maternity leave for female staff | Health Blood Check up, Scholarship to eligible students, Installment facility for payment of tuition fees |

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The college conducts financial audits regularly. The institution also has a strong financial advisory board for the Management of accounts. All daily transactions are tallied by the cashier of the college. The auditors also check Fees Receipts and disbursement of Scholarships received from the Government and other agencies. The auditors verify all financial transactions and submit a detailed report of observations. Based on the observations given, the accountant of the college modifies the statements of accounts as required. The Management has appointed CA Chartered Accountants as the External Auditor of the college. At the end of every financial year, annual financial statements are prepared and presented for audit. The auditors review the financial statements, documents, vouchers, and bills. They check statutory payments -TDS, Professional Tax, PF, ESI remittance, etc.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| 00 | 0 | 00 |
| No file uploaded. | | |

6.4.3 – Total corpus fund generated

| |
|----|
| 00 |
|----|

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|----------------------|----------|--------------------------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | Yes | University of Mumbai | No | The Principal of college |
| Administrative | No | NIL | No | NIL |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1. Parent-Teacher meeting 2. Feedback from parents about teaching learning process 3. Career Counselling sessions

6.5.3 – Development programmes for support staff (at least three)

1. Stress Management sessions 2. Routine Medical check-up 3. Administrative teaching-learning Skill development training

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Enrollment of Faculty members for Ph.D degree 2 Research publications and seminar attended 3. Initiative for organizing National and International level seminars 4. Workshop on interactive teaching methods 5 Motivation to faculty members for use of ICT

6.5.5 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF | No |
| c) ISO certification | No |
| d) NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|------|------------------------------------|-------------------------|---------------|-------------|------------------------|
| 2016 | Community Outreach Programme | 18/07/2016 | 27/12/2016 | Nil | 98 |
| 2016 | Cleanliness drive | 18/07/2016 | 02/10/2016 | Nil | 94 |
| 2017 | Seminar on Research methodology | 18/07/2016 | 18/01/2017 | Nil | 88 |
| 2017 | Workshop on Action Research | 18/07/2016 | 02/02/2017 | Nil | 119 |

[View File](#)

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|------------------------|-------------|-----------|------------------------|------|
| | | | Female | Male |
| | | | | |

| | | | | |
|-------------------------------------|------------|-----|----|----|
| Maher Puraskar 2016 | 05/09/2016 | Nil | 20 | 5 |
| Savitribahi Phule Jayanti Programme | 03/01/2017 | Nil | 32 | 15 |
| Womens Day Celebration | 08/03/2017 | Nil | 76 | 23 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

Shri Bapusaheb D.D.Vispute College of Education, New Panvel has a Policy on Environment and Energy Usage. College will be working on its Green initiatives in the best interest of the Environment. The college is committed to preparing its students to become environmental citizens engaged on campus, in their communities and beyond their lives. The college will educate the community and implement the best practices to improve the environmental footprint of the campus and its operations. The college has made policy which is communicating with students and employees via internal communication channels and available for all. The Energy Policy, objectives and targets will be reviewed on a regular basis by Review of this policy document shall be done by a committee chaired by Principal Chairman IQAC of the College, Energy Committee Convener. The other members of the committee shall nominate by the IQAC under the guidance of the principal of the college. Policies: To assess source energy usage and measure its impact on the environment. To count CO2 emissions generated by our means of transportation Vehicles. To reduce local air pollution emissions using environment-friendly vehicles including bicycles, public transportation and use of pedestrianfriendly roads. To install photovoltaic solar panels for the generation of alternate energy. To install LED bulbs in the whole campus to save energy. To develop systematic waste management mechanism. To develop rainwater harvesting unit. To undertake tree plantation drive. To take additional measures to continuously improve our energy? consumption. To ensure the availability of necessary resources to achieve our objectives. To encourage use of advanced technology to minimize energy consumption, atmospheric emissions, and noise, particularly from our vehicle fleets. To engage in dialogue with the government agencies, municipal corporation? and the affiliating university and actively work with the local organizations in the areas of environment, energy efficiency and sustainable development. To monitor and respond to emerging environmental and energy issues. To strengthen our employees and students environmental knowledge and skills to improve our own environmental performance. To provide information and training opportunities on energysaving? measures. To offer opportunities for employees and students to engage in initiatives? which contribute to environmental protection All individuals (teaching, nonteaching and students) of the institution should appreciate andvalue the use any form of energy ie., electricity andwater in abundance. They are entitled/obliged to save and prevent the misuse or wastage of any form ofenergy An Energy club has to be constituted in the institution including members of teaching staff, and students with the principal as the Chairman. An Energy Monitoring Committee has to be constituted in the institution to checkthe use of various energy sources available in the institution.

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|---------------------|--------|-------------------------|
| Physical facilities | Yes | 0 |
| Provision for lift | Yes | 0 |

| | | |
|--|-----|---|
| Ramp/Rails | Yes | 0 |
| Braille Software/facilities | No | 0 |
| Rest Rooms | Yes | 0 |
| Scribes for examination | No | 0 |
| Special skill development for differently abled students | No | 0 |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|------|--|--|------------|----------|--------------------------------|-----------------------|--|
| 2016 | 1 | 1 | 01/07/2016 | 1 | Tree Plantation week | Air purification | 72 |
| 2016 | 1 | 1 | 12/11/2016 | 1 | Ayurvedic Health Check up camp | Health awareness | 82 |
| 2016 | 1 | 1 | 31/12/2016 | 1 | Blood donation camp | Medical help | 62 |
| 2017 | 1 | 1 | 25/02/2017 | 1 | Learning resource exhibition | Educational awareness | 43 |

[View File](#)

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|-----------------------|---------------------|--|
| Handbook of Institute | 09/07/2015 | Every stakeholder of higher education has a role to play for quality enhancement and sustenance. The stakeholders such as the Government, management, teachers, students and the external quality assurance agencies have an important role in ensuring quality of higher education. The National Assessment and |

Accreditation Council (NAAC) strives to play a catalytic role in synergising the stakeholders efforts. Of all the stakeholders mentioned above, the students have a unique role to play in ensuring quality of higher education institutions (HEIs). Firstly, the students should realize that they have the right for quality education and it is the responsibility of the HEIs to provide quality educational experience to learners. Secondly, the students should equally be aware of their responsibilities which in turn will help the institutions to provide quality education. This means that the students should demand quality education and demonstrate their commitment to quality education by accepting their responsibilities. Otherwise the HEIs will have very little motivation for quality enhancement.

Shri.Bapusaheb D.D. Vispute college of Education, New Panvel has prepared a Handbook of the College which is also talk about code of conduct for Teaching faculty members, Non teaching faculty members and students. The college makes efforts in the implementation of these code of conduct.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---------------------------------------|---------------|-------------|------------------------|
| Tree plantation and Conservation week | 01/07/2016 | 07/07/2016 | 72 |
| Independence day celebration | 15/08/2016 | Nil | 86 |

| | | | |
|------------------------------|------------|-----|----|
| Constitution Day celebration | 26/11/2016 | Nil | 52 |
| Womens day celebration | 08/03/2017 | Nil | 89 |
| View File | | | |

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Use of process garden organics, biomass, waste and leaves to generate mulch and compost and monitored regularly and composting on the campus waste management done in every building of the campus, academic, administration, kitchen, hostels and wet waste management, external dry waste management conducted in the campus
 2. Awareness about plastic degradation problem
 3. Waste segregation process awareness
 4. Vanmahotsav celebrated by the college
 5. Herbicides and bio pesticides for greenery on campus outdoors and indoors
- dedicated staff for sanitization and cleanliness management Institution

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice No. 1

1. Title : Waste management training
2. Objectives: To generate awareness about waste management and environmental issues To create an awareness about the public efforts and government initiatives protecting and conserving the environment and waste management To develop an understanding of the concept and need for sustainable development. To develop a positive attitude towards protecting and conserving the environment
3. Practice There is a need for environmental sensitization and literacy initiatives at the college level, which could generate a better appreciation, involvement and optimistic ideas necessary to contribute to the quality of our environment. College can conduct environmental awareness campaigns and programs frequently in every department so the non- science background students will also have a good knowledge and awareness about the environment and can be good environment literate. College encourages campaigns on Swachhta and water conservation -Partnership with other Institutions and agencies for implementing action plans on campus including Non- Profit Organizations, Public Policy Groups and Think Tanks, Media and Celebrities, Celebration and competitions on International/National Level days related to Environment, Ecology, Water, Cleanliness, and related Days. Initiatives on Swachhta shared among the stakeholders through report format and updates on Social Media. Tree plantation and greenery promoted in vacant areas and around building in the campus and establishment of oxygen park in campus. Vanmahotsav celebrated by the college.
- Use of herbicides and bio pesticides for greenery on campus outdoors and indoors dedicated staff for sanitization and cleanliness management Institution process garden organics, biomass, waste and leaves to generate mulch and compost and monitored regularly and composting on the campus waste management done in every building of the campus, academic, administration, kitchen, hostels and wet waste management, external dry waste management conducted in the campus. In line with the vision and mission of Shri. Bapusaheb D.D. Vispute College of Education, New panvel where inculcation of environmental value in students is considered as one of the responsibility. Principal Dr. Bashir A. Patel has taken actions to spread knowledge about the issues related to environment and its sustainability. As a part of the curriculum of Bachelor of Education and Master of Education programmes, she has organized different co-curricular activities related to environmental consciousness for students. As a part of best practices she has started different project related to cleanliness and waste management in the campus. She has also taken initiatives in awareness of sanitation and health among the society especially in the rural area through environmental education. With the help activities done under the guidance of

principal Dr Patel, Students Public got education about how to separate the dry and wet waste through street plays, slogans rallies etc. The parents ,students ,teachers are trained to use Swachhata Abhiyan App. Best Practice No.2

1. Title : Campus Swachhata survey

2. Objectives: To develop an understanding about the concept of swachhata , its need in present days To explore and appreciate environmental values depicted in ancient philosophies To create an awareness about the public efforts and government initiatives in cleanliness under Swachha Bharat Abhiyan To develop an understanding about the concept and need for sustainable development in line with sustainable development goal (SDG 2030) To develop a positive attitude towards protecting and conserving environment. To establish a Swachhata Action Plan committee to work on different projects on hygiene and sanitation To organize awareness programme for the members of society to maintain personal hygiene and health To train people about the different approaches of solid waste management and recycling To sign memorandum of understanding with different organizations and local government bodies for the effective implementation of swachhata related objectives

Practice : All Students have the responsibility to respect college campus property and facilities as well as the property and facilities of employers and community partners. In addition, students have the responsibility to conserve the natural environment inside the campus and should take care about the cleanliness and sustainability of the campus. There is also a need of refraining from using or taking property without appropriate permission being respectful and accountable when using, borrowing, and/or returning the property of the college or members of its community behaving in a way that obeys the rules and regulations of college-owned or operated facilities and other off-campus, non-Conestoga facilities while engaged in learning activities on their premises and Demonstrating sound judgment and positive leadership when representing the college at all college-sponsored or affiliated events. Use of herbicides and bio pesticides for greenery on campus outdoors and indoors dedicated staff for sanitization and cleanliness management Institution process garden organics, biomass, waste and leaves to generate mulch and compost and monitored regularly and composting on the campus waste management done in every building of the campus, academic, administration, kitchen, hostels and wet waste management, external dry waste management conducted in the campus. Specific hygiene is maintained for the ladies toilets with c tinuous running water available in the toilets and toilets cleaned daily at periodic intervals and the times the toilets are used hygienically and soap/hand wash, sanitizers available Garbage management through garbage bins labeled appropriately as Dry Waste and Wet Waste as using color-coded containers or bins: landfill black/gray, compost green, and recycle blue different types of waste - solid, liquid, E waste segregated before disposal The college had decided to adopt nearby village for the activities in the area of cleanliness and sustainability. Various workshops had been organized by the college under for the awareness about the cleanliness and sanitary practices and students realized their responsibility for the campus and started to work in campus in the area of greenery and sustainability Cleanliness gives rise to a good character by keeping body, mind, and soul clean and peaceful. Maintaining cleanliness is the essential part of healthy living because it is the cleanliness only which helps to improve our personality by keeping clean externally and internally. There were number of barriers in executing my campus my responsibility attitude in students. It was a tedious task in banning plastic completely in the campus. The attitude students towards changing the campus into plastic free environment were not fully positive. Every time reminding students about their campus responsibility is not possible There are no other challenges in this regards The quality of harvested rainwater increased and the ground water level improved. Greener, hygienic and Sustainable way of life is practiced among the students It encouraged students to keep their surroundings clean and to create an awareness on eco-friendly

environment, various competitions are conducted regularly. Events such as cleanest hostel room contest, painting, essay writing and Oratorical competitions have been conducted recently. These programs create a social awareness among students to keep the campus clean and green. The activities done encouraged hygiene, It improves hygiene level in campus and also helps to reduce the spread of sickness, maintaining a clean college environment sets a good example to students. Cleanliness encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://visputeeducation.info/naac/best-practices/>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The college always considers the progress of rural area student is actual strength of the institution. Higher Education Institutes has the opportunity to develop skills and knowledge in the rural population, helping them to make informed decisions on their agricultural businesses and innovate in agricultural affairs. The rural emersion can generate many positive results, such as a greater ability to understand the rural population their need an opportunities and policies, procedures, rights, duties, government schemes, legislation, benefits available and protection laws for rural areas It is important to understand the need for quality education in rural areas, because it helps to maintain rural aeas. Young people are moving to urban areas in search of better education and employment opportunities, the improvement of rural education is a possible strategy to maintain them in rural areas. The College Organizes Health Camps and public awareness rally in its nearby villages every year in which teachers, students, government doctor and member of Gram Panchayat Participate. Through our college every year summer camp organized for students from government and private schools nearby villages. So that can become proficient in such disciplines as computer, yoga, sports and art-craft. Our aim is to bring the rural area students into the Professional Courses. According Our Vision and objective to provide high quality education and economic progression of student is achieved by our student that's why they trust our institution region behind of trust number of student university topper in every year, number of student playing national state level game every year, number of student job in private and government sector every year Higher education institutes are not only responsible for the creation of knowledge for the well-being of humanity but also may play an important role in strengthening the community and rural life.

Provide the weblink of the institution

<https://visputeeducation.info/naac/institutional-distinctiveness/>

8.Future Plans of Actions for Next Academic Year

1. Curriculum Enrichment: The college intends to review and update the curriculum to align with emerging educational trends and industry demands. This includes integrating practical, industry-relevant modules, fostering critical thinking, and enhancing skill-based learning. 2. Technology Integration: To foster a digitally empowered learning ecosystem, the college plans to invest in advanced technology tools and platforms. This will include the implementation of e-learning resources, virtual labs, and interactive multimedia content to augment classroom teaching. 3. Faculty Development: Recognizing the pivotal role of educators, the college will focus on comprehensive faculty development programs.

Workshops, seminars, and training sessions will be organized to keep faculty members updated on the latest pedagogical methods and subject advancements. 4. Research and Innovation: The College aims to nurture a culture of research and innovation among both students and faculty. Establishing research grants, organizing research conferences, and encouraging collaborative research projects will be integral to this initiative. 5. The institution wants to avail the Inflibnet/ Delmet/ UC/ OPAC facilities in the library to make it more resourceful. 6. The institution has decided to establish an advanced Language Lab and Psychology Lab. 7. The institution wants to establish a center for educational competition for Reference Guidance. 8. The institution wants to encourage more faculty to enroll Ph.D degree in Education. 9. The institution decided to organize more seminars at the national and international levels. 10. The institution is planning to encourage faculty to undergo minor/ major research projects funded by UGC, ICSSR of the University of Mumbai, and various founding institutions. 11. The institution has proposed to avail of 2f and I2B recognition from UGC.