



YEARLY STATUS REPORT - 2022-2023

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	ADARSH SHIKSHAN PRASARAK MANDAL'S SHRI BAPUSAHEB D.D. VISPUTE COLLEGE OF EDUCATION
• Designation	DR SEEMA N. KAMBLE
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02287462886
• Mobile No:	9921709207
• Registered e-mail ID (Principal)	visputebedprins@gmail.com
• Alternate Email ID	visputebedprins@gmail.com
• Address	ADARSH PLOT NO 41 SECTOR 15 NEAR PANVEL RAILWAY STATION
• City/Town	NAVI MUMBAI
• State/UT	Maharashtra
• Pin Code	410206
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education

• Type of Institution	Co-education				
• Location	Semi-Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	UNIVERSITY OF MUMBAI				
• Name of the IQAC Co-ordinator/Director	DR. PRITESH R. WADHE				
• Phone No.	02287462886				
• Alternate phone No.(IQAC)	8879338833				
• Mobile (IQAC)	9930394475				
• IQAC e-mail address	visputeeducation2004@gmail.com				
• Alternate e-mail address (IQAC)	visputebedprins@gmail.com				
3.Website address	https://visputeeducation.info/				
• Web-link of the AQAR: (Previous Academic Year)	https://visputeeducation.info/wp-content/uploads/2023/09/AQAR-report-2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://visputeeducation.info/naac/academic-calendar/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.10	2015	03/03/2015	02/03/2020
6.Date of Establishment of IQAC			30/09/2007		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
ASPM Shri Bapusaheb D. D. Vispute College of Education New Panvel	Faculty Development Programme	Mahatma Gandhi National Council for Rural Education	22/08/2022	150000
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		02		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		Yes		
<ul style="list-style-type: none"> If yes, mention the amount 		1,50,000		
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
Tree plantation week under greenery initiative Teaching aid preparation workshop for B.Ed. students Hindi day celebration programme for promotion of Hindi language and culture among trainee teachers. Conducted Global Teacher seminar to inform students about teaching job opportunities at abroad. Health check up camp for students				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
Discussion on induction meeting to be conducted for faculty members and students for the academic year 2022-23	The IQAC has finalized day of end of August month for conducting induction meeting for Newly admitted B.Ed. & M.Ed. students
Planning about the Faculty Development Programme to be organised in collaboration with Mahatma Gandhi National Council of Rural Education, Ministry of Education in between 22 August 2022 to 27 August 2022	Principal Dr. Seema kamble was elected as a convener on behalf of the college and organizing committee was formed work had been assigned to all regarding the FDP and its effective conduct in collaborative manner.
Planning about the session to be conducted for students to orient them about the Anti-Ragging act and grievance readdressal system	A day has been finalized in consultation with Anti-Ragging act and grievance readdressal cell of the college and scheduling had been done
Review about the research facilities available in college for post graduate students	A decision had been taken to purchase some books on new trends in research methodology and access some journals.
Planning on organizing cybercrime awareness programme for B.Ed. & M.Ed. students	It had been finalized to conduct cybercrime awareness seminar for students in collaboration with cyber cell, crime branch Maharashtra on 7/01/2023
Discussion on planning about the one day state level workshop to be conducted on Research Methodology	Workshop was approved and finalized to conduct on 08/01/2023 In collaboration with Chembur Sarvankash Shikshan Shastra Mhavidyalaya, Chembur
Discussion on the Annual sports and social service camp to be organised in the present academic year	Annual sports was decided to conduct on 19/02/2023 and social service was scheduled in the month of April
Planning for the health checkup camp for B.Ed & M.Ed. students in the current academic year	A health check up camp was decided to conduct on PCOD awareness among women students on 18/03/2023 in collaboration

	with Ashwini Hospital, Panvel
Decision for organizing free CET guidance sessions for B.Ed.& M.Ed. aspirants	It was decided to conduct free CET guidance for B.Ed.& M.Ed. aspirants tentatively in the month of April
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> • Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-23	12/02/2024
15. Multidisciplinary / interdisciplinary	
<p>As a teacher education is a multidisciplinary education approach. It has connections and applications with different subjects of different academic disciplines. The B.Ed. Course and M.Ed. course has an interdisciplinary approach. There are many core courses, tool courses, optional courses, and elective courses are belongs to the different academic disciplines. The subjects like Sociology of Education, Philosophy of Education, Psychology of Education, Environmental Education, Educational Management, Curriculum Education, Higher Education Studies Education, Elementary and Secondary Education, etc</p>	
16. Academic bank of credits (ABC):	
<p>In this academic year, the ABC Account was not mandatory but later on by 2022, it is becoming mandatory. Academic bank of credits is a basic requirement of futuristic education. As per the UGC guidelines and NEP 2020 it becomes mandatory for all our students. So, all students are informed and aware of the benefits of the same and asked to create an ABC Account. The message in vernacular and English language is made and shared in the respective student's group.</p>	
17. Skill development:	

As generally most student-teachers belong to the rural region they are lacking in some basic skills, and the college is located close to Navi Mumbai and Mumbai region the basic skills are needed to be developed. Thus, Skill development is a major aspect of teacher education, as teacher education is a professional education and teachers suppose to acquire various skills for professional development. This can be developed through the various activities designed in the curriculum and conducted accordingly in the college. Apart from this the college also conducts various value-added courses for the development of professional and academic skills such as: Language Proficiency Technical Proficiency Hands-on ICT instructional strategyCyber Security Craft making Workshop Research Skill Thus, the internal experts and external experts are called upon for conducting the same.

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

While registering for college Marathi Language was registered but as per the university and cet cell policy students from English and Hindi Medium can opt for the same medium of the language they want. Therefore, the college is using all three mediums (Marathi, English, and Hindi) for the instructional process. As our students are get enrolled from different parts of India hence, this appropriate action was taken for the same. The College celebrates all local and national days to celebrate the college for national integration and integration of curricular aspects and co-curricular aspects. Real knowledge integration can be achieved through this activity. Sharing and imparting knowledge to the student-teacher in such a way they can understand a class better. Multilingualism and Diversity in the Indian Classroom is the key aspect of designing the curriculum of Teacher Training. The college also organises cultural activities to integrate local-tonational and local-to-international knowledge integration. The students are also motivated to present their culture through cultural activities and day-to-day programs

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

The college always keeps focusing on Outcome Based Education as per its vision, mission, and objectives. The college regularly organises 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 following outcomes have been observed: The desired result has been received from the courses run in the institution. The maximum number of women from rural areas get benefitted and become good teachers. The aptitude of the teachers

who pass out from college is more acceptable in the industry. The student-teacher gets real-life exposure to the school environment. The student-teacher from our college is most demanded in the different boards of schools. The shape of personality and holistic development is the key aspect of our student-teacher. Therefore, grants have been received for conducting seminars and workshops from NAAC, National Commission for Women, ICSSR and MGNCRE. The mouth publicity and well knowingness in the market keeps our admission full every year.

20.Distance education/online education:

Though the college is traditional in nature, for the strengthening of students' understanding, ease to do education, easy access, and in the pandemic situation college has shared e-content through social media and online platforms. Also, the college uses Blended Method as per students' requirements. The college has paid version of Zoom and also uses other online platforms for the teaching-learning process. Teachers are trained for the same via training and workshops conducted by the college. As a result, students are happy to learn and get benefit from these services. The college also offers distance education DSM and B.Lib. & I Sc. courses of Yashwantrao Chauhan Maharashtra Open University, Nashik for School Teachers, Supervisors, and HM/Principal.

Extended Profile

1.Student

2.1 200

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 100

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 25

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4 88

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 82

File Description	Documents
Data Template	View File

2.6 100

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 30.61

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 20

Total number of computers on campus for academic purposes

3. Teacher

5.1 14

Number of full-time teachers during the year:

Extended Profile	
1.Student	
2.1 Number of students on roll during the year	200
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	100
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	25
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	88
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	82
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	100

File Description	Documents
Data Template	View File

2.Institution

4.1	30.61
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	20
Total number of computers on campus for academic purposes	

3.Teacher

5.1	14
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	18
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

- The institute follows the guidelines for curriculum as advised by the University of Mumbai The college has set up a committee for planning, implementation, and review of the curriculum formed in the institute for regular follow-up, mentoring, and reviewing of the procedure for the overall development of student teachers, which gives suggestions on curriculum planning Innovative methods of teaching, integration of ICT in the teaching-learning process

and developing social skills.

- The institution provides opportunities for students to acquire and demonstrate knowledge, skills, and values related to various learning areas. The college has contacts with more than 20 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, exhibition of teaching aids, 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, community work, internship, etc.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

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

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://visputeeducation.info/naac/handbook-of-institute/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

9

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

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

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

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

100

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

100

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	One of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

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

The 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 sectoral development according to courses in critical thinking, communication skills, collaboration with others, etc. offered by the Institution. The internal competitions were organized between the kulas, which acts as the development of interest and teamwork attitude between the students. The college has contacts with more than 20 practicing schools in the town and nearby villages. The sister institute of the institute is 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 microteaching skills, simulated lessons, integrated lessons, exhibition of teaching aids, 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, internships, etc. which are add-on courses for the development of confidence.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

The institution familiarizes students with the diversity in the school system in India as well as international and co among them Assessment systems Norms and standards State-wise variations International and comparative persape The institution provides varied off-campus learning experiences through various visits internship activities scheduled for field visits. The institute organizes an induction program and various activities during the internship. The institution also asks for B.Ed. and M.Ed. students During the internship program, students are assessed on the basis of a diary prepared (lesson plan, seasonal work) by the students, and internal exams from these other activities are also conducted to evaluate the students like Daily Lesson Plan- A Lesson Plan is a teacher's.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institution provides the students with varied learning the utility and applicability processes, action research, and dissertations, creating learning resources by their tea these into their professional acumen. The students are also trained in resume writing, interview etiquette, and facing Interv add to the all-around development of the student teachers to face professional work Student teachers participate in blockteaching and play a teacher's role in real situations and conduct different classroom activities, assembly arranging, sports events and annual day celebrations, etc.

The college prepares academic calendars for B.Ed and M.Ed. programs separately. The timetable of both the programs are prepared accordingly. Then teacher plans their subject plans in advance for better delivery of curriculum transactions. The 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.

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected and analysed
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

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

50

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

25

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

The assessment process is in place at the entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students is as follows: B.Ed. and M.Ed done by Maharashtra Common Entrance Test (CET). In the CET syllabus mental ability, general knowledge, and teacher aptitude are included in this part. The student's goal for a teacher so this ability. Newly admitted students take interviews. In this interview, students express their hobbies and interests. Every student introduces himself. Teacher's assess the students in this interview. Then teachers ease the student's various responsibilities. Many students are frightened and don't express their abilities. In opening the program students familiar with all teaching staff and all students. CET provisional letter and CET marks introduce students' abilities.

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

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

Four/Three of the above

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

<p>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</p>	<p>Three of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year
1:10
2.2.4.1 - Number of mentors in the Institution
5

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

Multiple mode approach to teaching-learning is adopted by teachers which include experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussion, online mode, etc. for enhancing student learning. *We are conducting project work is organized for B.Ed students Mini project and Major Projects this is an essential element of each programme Internship. Our College Participation in competition at various level For Real time exposure students are encouraged to participated at National and International Level . Conduct Field Visits under different course assignments Faculty identifies and propose Academically significant Field visits and Surveys.IndustrialVisits Departments Plan and Organise the industrial visits for students to provide exposure. Arrange Guest Guest lecture by eminent experts from education and academics, expert lectures on research .Are organised to supplement the teaching process and provide experiential learning various teaching method. Participated in learning conduct role play, teamwork, debate, group discussion. In teamwork awareness of water saving, organize social service program for six days. Problem methodology discusses the case study conduct Course in 'Creating In inclusive School'. Arrange quiz in assembly . We arrange research methodology seminars. Conduct six days Faculty development program on "Mentoring social responsibility and facilitation for community Engagement."

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

14

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

88

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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

Four of the above

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

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

ontinual mentoring is provided by teachers for developing professional attributes in students. Mentoring ina dynamic and collaborative process. Effective mentoring increases student performance and retention of knowledge. Formal and informal mentoring relationships are not just valuable for beginners. Professional teacher mentoring builds school culture by supportingeducators' professional growth and psychosocial development. Yet mentors often struggle to find formal support and learning opportunities that can help them do their jobs better. Student-teacher professional development depends on self-skill. Instead, most teacher mentors develop their practices by learning on the job, relying heavily on intuition and trial and error. In bachelor of education various work in team. Assistant professors create groups for many activities. Assembly conducted in a group, internship arrange 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 also conducted in groups. Teachers search for students' skills (talent) and are available theopportunity to develop students' own skills. Conduct meditation in assembly to reduce student's stress.

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

<p>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p>	<p>Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

<p>2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students</p>	<p>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.</p> <p>Describe two cases in not more than 100-200 words each showcasing how this is attempted by teachers along with its impact on students</p> <p>First Case:- (Community Work)</p> <p>Mumbai University syllabus of Bachelor of Education include most important of semester I and semester IV include 'community Work'.</p>
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In this community work conduct six days camp in rural area. Teachers arrange various activity this activity impact of students develop creativity, innovations, empathy. Teachers conduct cleanliness program, conduct essay writing competition, elocution, making creative poster presentation. Impact on students this activity develop intellectual, thinking skill, life skills. Students hard work and co operate classmates. Students develop co operate skill because they are resident six days and same atmosphere. They are adjust every situation and sharing everything.

Second Case:- (Internship)

In bachelor course most important thing and soul of the course 'Internship'. Mumbai University give in B.Ed. syllabus internship program conduct 3 semester. Semester II three week internship, Semester III eleven, week internship and Semester IV four week internship. In internship period teachers guide preparing timetable, conduct activity in school, teaching skill, creative teaching method. Students prepare a creative teaching aid and model. Students implement our practice lesson life skill, B.Ed. students arrange various activity for school students.

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

2.4 - Competency and Skill Development

<p>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</p>	<p>Five/Six of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	View File

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Eight /Nine of the above</p>
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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

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

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

All of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

Four of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

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

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

Four of the above

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

The internship program is systematically planned with necessary preparedness. In the bachelor course most important thing and soul of the course is 'Internship'. Mumbai University gives in B.Ed. syllabus internship program conducted 3 semesters. Semester II three week internship, Semester III eleven-week internship, and Semester IV four-week internship. College select of school for internship near by college. First internship in charge teacher takes permission by the school principal and give information about internship activities. Students group prepare no. of school, students distribute the group method and medium of language. Teachers give orientation about internship for the students. Teachers guide lesson plan steps, micro teaching skills, observation skills, core elements, moral values, life skill, teaching method, objective and specification etc. Internship mentor teacher guide to students practice lesson timetable, school provide period then group leader assign the period of other students. Teacher mentoring this students and observe the lesson and this behavior. Teachers evaluate the different criteria.

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

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

2.4.9.1 - Number of final year students during the academic year

50

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

<p>2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports</p>	<p>Seven/Eight of the above</p>
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File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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

Institution adopts effective monitoring mechanisms during the internship program. In B.Ed. internship program to develop teaching skills. Each group handles a teacher. Teachers mentor every student. Teacher trained students in teaching skills and habits. School teacher also mentor this student in internship program. School principal and co ordinator guide this students. Teacher mentoring students discipline. Mentoring students conduct activities. Teachers observe students arrange assembly, sports,

activities, competition etc. Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities. School Principal to provide timeto-time guidance to Interns for their performance. Peers observe lesson. Group leader mentoring every students work and report to teacher to seat and observe peers throughout class duration.

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

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

Four of the above

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

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

Four of the above

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

2.5 - Teacher Profile and Quality

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

14

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

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

02

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

2.5.3 - Number of teaching experience of full time teachers for the during the year

18

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

14

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

Teachers put forth efforts to keep themselves updated professionally.

Shri. Bapusaheb D.D. Vispute College of Education conducts various programs for faculty professional development. The national and international seminar was arranged by the college. Conduct six days Faculty development program on "Mentoring social responsibility and facilitation for community Engagement." College arranged 'Shikshan Parishad' for teachers. Teachers attend different online courses. Many teachers enroll for Ph.D. Teachers actively participate in the University orientation program. Teachers participate and present the research paper in seminars. Many teachers go to another college for guest lectures.

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

2.6 - Evaluation Process

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

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

In Mumbai University Bachelor of Education course total marks of 1800. Internal marks 1080 and external marks 720. Most important in internal assessment. In continue internal evaluation whole two years. This evaluation by assignments, essay test, class test, content test, project based course(internship), ability course,

audit course.

Theory - Assignments, essay tests, class tests, content test.

Project based course- conduct internship, community work, co curricular activities.

Ability course - Understanding of ICT and Reading & Reflecting on Text.

Audit Course - Different Assignments.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

Mechanism for grievance redressal related to examination is operationally effective.

In Mumbai University examination pattern semester wise. One batch students faced four semester exam. So many issues in examination process. From declare timetable to get the final result. College level exam committee faced every problem and solve this.

Pre-Examination Grievances: University timetable related grievance PRN related grievance. Seat no. related grievance. Students photo/sign/name/method related grievance. Exam center related. Post-Examination Grievances: Hard copy of result provide by university grievance. Internal marks related grievance. Convocation certificate related grievance.

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

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

The institution adheres to the academic calendar for the conduct of Internal Evaluation.

The academic calendar is the most important thing in the academic year. In academic calendar display the whole year's tentative planning. Through academic calendar internal and external work planning. Academic calendar mirror of this year's workout.

In the academic calendar the pre-plan of theory period, practical period, working days, cultural activities, internal exams, educational visits, and competitions.

The student's academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests, and semester examinations.

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

2.7 - Student Performance and Learning Outcomes

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

Course/Activity Learning Outcomes (CLOs) are specific take-aways from a course or activity that students are meant to apply in future settings. Program Learning Outcomes (PLOs) are the knowledge, skills, and dispositions that are specific to a particular program/department. PLOs represent the big picture of a program/department by depicting broad aspects of desired student capabilities and reflecting the key distinguishing characteristics of the transition from student to professional/practitioner. The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. College conduct different seminars, cultural activities, group discussion session. Micro teaching skill develop in workshop mode. Teachers guide to students peers lesson observation, Perspective teachers guide lesson plan and practice lesson. College arrange SET/NET guidance workshop. In assignments of psychology give psychologically test and psychological experiments. Improvement language skill, conduct SWOT analysis. Self awareness program. Self Study, conduct seminar on syllabus. Conduct campus interview, arrange art craft workshop.

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

2.7.2 - Pass percentage of Students during the year

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

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

Course/Activity Learning Outcomes (CLOs) are specific take-aways from a course or activity that students are meant to apply in future settings. Program Learning Outcomes (PLOs) are the knowledge, skills, and dispositions that are specific to a particular program/department. PLOs represent the big picture of a program/department by depicting broad aspects of desired student capabilities and reflecting the key distinguishing characteristics of the transition from student to professional/practitioner. The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. College conduct different seminars, cultural activities, group discussion session. Micro teaching skill develop in workshop mode. Teachers guide to students peers lesson observation, Perspective teachers guide lesson plan and practice lesson. College arrange SET/NET guidance workshop. In assignments of psychology give psychologically test and psychological experiments. Improvement language skill, conduct SWOT analysis. Self awareness program. Self Study, conduct seminar on syllabus. Conduct campus interview, arrange art craft workshop.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

activities during the year

83.18

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

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

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. In opening program of B.Ed. and M.Ed. students introduce our self many students are frighten, no stage daring, low confidence, observe any students. Students tens about syllabus. Students confuse theory and practical work. Unknown word of lesson, micro teaching, internship etc. But our college all rounder development of students. We are conduct workshop on micro teaching skill, plan assembly by the in group of students. Arrange different activities of the students. Teacher guide the students planning of cultural events, celebrate various days. In assembly students allotted responsibilities telling news, moral story, conduct quiz, present short drama activity or awareness of social issue. Students learn in internship different skill Observation skill, teaching skill, prepare timetable, conduct school students activities and competition. Students arrange various program. Conduct in school test, prepare result.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

14.0541

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Three of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above
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File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	View File
Any other relevant information	No File Uploaded

3.2 - Research Publications
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year
7

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

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

12

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

3.3 - Outreach Activities

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

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

2

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

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

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

172

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

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

35

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

35

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

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

The institution has a good mechanism for developing and sensitizing students to social issues by planning, implementing, and evaluating the activities. The student visits neighboring localities and conducts various activities regularly. Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last many years. The institution organizes different activities under internship programs and community work to reach the unreached. Community engagement helps students become more informed, compassionate, and responsible members of the Society and continue to contribute throughout their lives.

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

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

Nil

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

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

Nil

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

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

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

Nil

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Institution has adequate infrastructure and physical facilities for teaching and learning asclassrooms, laboratories, computing equipment, etc. ensuring adequate availability and optimal utilization of physical infrastructure.

Classrooms: college encompasses a sufficient number of wellfurnished, well-ventilated, spacious classrooms equipped with LCD projectors for conducting theory classes. **Technology Enabled learning facility:** The College has ICT Classrooms where the provision of Multimedia learning.

Seminar Hall: The College has multiple seminar halls. These halls are regularly used for conducting national/international seminars at the college. The students are promoted for active involvement in paper presentations, group discussions, etc. **Tutorial rooms:** Separate tutorial rooms are there on the college campus for tutorial lectures, doubt clarification, and special remedial classes for weak and needy students.

Laboratories: All laboratories are well equipped with state-of-theart equipment and facilities. Internet facility is available on the whole campus including labs, classrooms, library, offices of all Departments, and hostels.The library has 1996 titles covering all major fields of B.Ed. and M.Ed. The library covers an area of 685 sq. ft. with a conference room and ample study space. The central library is air-conditioned. Excellent Resources are available for self-learning at Central Library. Access to library and books from book bank.

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

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

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

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://visputeeducation.info/gallery/infrastucture-gallery/
Any other relevant information	No File Uploaded

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

31.61

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

The library has e-granthalya software for library automation. This

software is used for issuing and return of books and also Student membership, accession register, book data entry, and reminders for book returning.

The Library plays a central role in enhancing the quality of academic and research environment in Education institutions. The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, Dissertation other knowledgeable books and newspapers are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of student life. There, student can check out books, conduct their research, find a quiet place to study, and maybe even flip through magazine. The students can extend their search with use of internet, e-books, e-journals etc. made available in the college library. The Institute library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means.

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

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

The institution has access from the college library and no such facility for remote access is given for this year. But other digital libraries and e-library, govt. repositories can access by the students and teachers.

means any material, regardless of format, that is held in a library's collection and includes books, periodicals, audio recordings, video recordings, projected media, paintings, drawings, photographs, micro materials, toys and games, kits, CD-ROMS and electronic databases in the collection of the library.

- Remote Access in simple language is the ability to access a computer / server remotely through a network connection.

- The users have leverage to work remotely away from the institution/ office while retaining access to a distant computer or network.
- Remote Access can be applicable for Local Area Networks (LANs), Wide Area Network (WANs) and Virtual Private Networks (VPN).
- Connection to a data-processing system from a remote location, for example through a virtual private network or remote desktop application
- Remote desktop software refers to software or an operating system feature enabling applications to be run remotely on a server while being graphically accessible locally.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	View File

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

Four of the above

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

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

0.10

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	View File

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

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

2.42

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://visputeeducation.info/library/
Any other relevant information	View File

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

Two of the above

as gifts to College

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

4.3 - ICT Infrastructure

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

The institution was enabled with jio wi-fi facilities. There are different digital technological facilities available in the college. There are 06- classrooms, 01-Computer lab, digitally equipped seminar hall and 01-digittally equipped language lab available in the college. A well-equipped computer lab is also functioning in the college. The students of the college are access to the computer lab. The college building and the library are facilitated with the internet connectivity. There is open access of internetfacility to all student and the staff members of the college. All the departments of the college are provided with computer and other related accessories. All teaching staff member use the ICT in the classrooms and laboratories, whenever needed. The different educational sites are shown to the students with the help of digital device. Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities.

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

4.3.2 - Student – Computer ratio during the academic year

5:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
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File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

2.88

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

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

Classroom being the most primary and important work space. It is managed with proper systems and procedures as recommended by the Management and the University. It is followed keeping in mind the modern teaching learning environment. The classrooms are well equipped with all modern technology like the green/black boards, mike systems, and other technologies for better and effective teaching. Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis, Annual Maintenance Contract (AMC) of all the modern teaching technology, proper reporting system about repairs and replacements are the basic attributes of classroom management.

- Classrooms for different classes are identified and allotted as per the strength of the students
- The podium, black/green board, benches and windows are cleaned everyday.
- Campus maintenance system committee meets once in a week and reviews the maintenance of the class rooms. This committee comprises of at least one member from each of the department whose responsibility is to identify any problem related to the infrastructure maintenance of the class room and the issue is discussed and deliberated in the meeting and finally the issue is conveyed to principal to resolve.

File Description	Documents
Appropriate link(s) on the institutional website	https://visputeeducation.info/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Three of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

<p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</p>	<p>A. All of the above</p>
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

<p>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</p>	<p>One of the above</p>
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File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
43	82

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

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

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

2

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

Student councils are a great way for students to take on leadership roles, promote the voice of the student body, solve problems, and impact his or her community. Student councils are powerful leadership and learning opportunities. A council serves as the voice for an entire student body and actively works with teachers and advisors to promote a better learning environment. Once an election is announced, students perform a critical assessment of his or her own abilities and skills and decide whether he or she would like to serve on the student council. This is an excellent critical self-reflection that can really help students measure the roles that best fit them or even identify personal weaknesses they would like to shore up. In addition to boosting confidence, student councils improve communication skills. When a student chooses to run for student council, he or she must be able to speak publicly. Once elected, these

individuals must also be comfortable speaking openly with other student officers – including problemsolving and accepting feedback.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

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

ASPM's shri bapusaheb d.d.vispute College of Education, new Panvel. welcomes you all to join our great community which endeavors to impart, share & collaborate our collective experience amongourselves, the society &the future alumni.a duty to give back to our beloved institution the leanings that we acquired from it with renewed and fruitful learning we experienced in life enriching it further. It's time we act together, now and in

synchrony to make our society and environment a better place to be in. Shri Bapusaheb d.d.vispute College of Education has always been asource of support and inspiration for the students and the staff of our college. Along list of famous personalities in the field of teaching and communication skill development in school internships, who have become alumni of this college have made the institution proud for years. They often guide the current students and share their experiences in academics (by orienting and teaching them or donating their books and other materials), cultural and sports events (by training them for their performances), or even employment (by training them for their recruitment in the corporate world or making them aware about the career options in their own field).

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

None of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	View File

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

The Alumni Association acts as an effective support system for the institution in motivating To encourage and promote close relationships between the Institution and its alumni To promote and encourage friendly relations between all members of the alumni body To provide and disseminate information regarding their Alma Matter, its graduates, To initiate and develop programs for the benefit of the alumni. To assist and support the efforts of the Institution in obtaining funds for the development To guide and assist alumni who have recently completed their courses to obtain employment To organize and coordinate reunion activities of the Alumni To collect, publish, and distribute such information as may be useful to the alumni.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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.

All the members of the Institute are enthusiastic, passionate and dedicated towards the emerging needs of the rural society. They want to develop the future generation of the rural area techno-savvy and scientific tempered. The management had made efforts for the allround development of the students to face the current challenges of modern society.

Vision

To prepare effective Secondary and Higher Secondary Teachers, who are capable of responding to the changing needs and challenges of contemporary Indian Society

Mission

To promote Teacher Education in Rural Area, to prepare studentteachers effectively to face the challenges of modern society.

Values

Personality Development

Research Attitude

Social & Environmental Values

Ethical Values

Self Efficiency

Women's Empowerment

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

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

In our college, we have a regional management system with control departments and delegate power and responsibility. Decisional processes based on consensus, transparency, UG, and PG. During the bimonthly meetings of the bosses with the Rettore, they discussed important means of daily functioning. The operational autonomy is registered . Both departments plan and carry out their own curriculum and curricular activities with Board approval. Most of the academic and administrative decisions were based on the consensus of administrative heads. As the management and the director are easily accessible, there is freedom to express suggestions that are considered positive. in this way practices decentralization and participative management.

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

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

The college has maintained complete transparency in its financial, academic, and administrative functions by clearly defining its vision, mission, objectives, and procedures and disseminating them

at all levels. Proper procedures are strictly followed according to Govt. norms. The annual academic plan is prepared in advance, communicated, and displayed by the respective bodies. The details of various activities are regularly reported to concerned bodies and committees and records and minutes of the meetings are maintained meticulously.

Transparency in Academic Functioning

The college strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through newspapers and on its website. Admission forms are processed online, with all the relevant details explained in the prospectus and also on the website.

Transparency in Administrative Functioning Recruitments and Staff Promotions are also undertaken with utmost transparency. All posts are advertised online and a list of candidates screened and called for interview is displayed on the college website.

All expenditure proposals undergo strict financial scrutiny by Governing Body.

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

6.2 - Strategy Development and Deployment

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

Strategic planning is a continuous process with a specific focus on accomplishing institutional goals in this competitive world. Strategic Planning and deployment document (SPDD) is based on an analysis of current obstacles and future opportunities and envisages the direction toward which the organization should move to achieve its set goals and objectives. Strategic Plan The institution has a Strategic Plan in place to help it develop in a systematic, wellthought-out, and phased manner. 1. Student's Overall Development through Participation in various curricular &

co-curricular activities. Organization Extension activities. Improvement of the Teaching-Learning process through greater use of ICT and other innovative means.

2. Introduction of new courses. Achievement of national and international recognition in the form of grants and awards. Collaboration with Research Institutes.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://visputeeducation.info/disclosure/ncte/mandatory-disclosure/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The College is having a Development Committee (CDC) as the apex body that acts as an authority's power and formulates policies and is assisted by IQAC. The office and support staff handles the daily affairs of the college. The CDC is represented by teachers, students, support staff, and alumni. The CDC also has among its members social and noted figures from the field of Industry. Similarly, in IQAC, all the stakeholders also get due representation. The teams of CDC and IQAC formulate key policy decisions and assess proposals for the development of the college. College recruitment is done by appointing a panel as per the guidance of the University of Mumbai. The panel appoints the candidates on the basis of his /her worthiness. The college follows all the guidelines and regulations of NCTE and UGC for the appointments of teaching and nonteaching faculty members.

File Description	Documents
Link to organogram on the institutional website	https://visputeeducation.info/faculty/organizational-structure/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	All of the above
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File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

College forms various Committees/bodies/cells and their functions are properly defined, considering the overall development of the college. The college functions through various committees headed by the principal and ordained by the IQAC and makes decisions related to workload, purchase of learning resources, of time table, admissions, calendar of events, and organizing various activities involving more of The principal is in charge of all the departments, Library, Administration office, maintenance, etc. The various departments and the other bodies are ably headed by the respective Heads. The Grievances Redressal Mechanism: This activity functions through a committee comprising o in charge and students. This committee attempts to address the real-time problems and complaints of students.

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

6.3 - Faculty Empowerment Strategies

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

The College undertakes various welfare activities for both the teaching as well as non-teaching staffs. All the statutory leaves are granted to the faculty members and 'On duty leaves' are given to the teaching staff for attending Orientation Programme and Refresher Course. The College encourages the faculty members to attend Seminars and Conferences at various levels. The College often funds the registration fee for the faculties who present papers in seminars and conferences. The college supports the endeavour of the teaching faculties for applying for Major and Minor Research Projects. The faculty as well as the staffs of the College can get easy loans which are arranged by the College. At the time of superannuation, the financial matters of the teaching as well as non teaching staffs are settled by the College in a prompt manner. All non-teaching staffs are given with the festival bonuses annually and encouraged to pursue professional courses.winter and summer uniforms.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

7

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

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

1

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

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

7

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

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

There is a Performance Appraisal system for all staff members headed by the Principal of the college. The Principal monitors and evaluates the performance of all its staff and communicates the areas of improvement or the overall performance annually or as per requirement. With the help of performance appraisal ratings students and peer feedback is also taken at the end of their course. There are Grievance Redressal and Suggestion boxes placed at strategic locations in the campus where the students can express their queries or concern about teachers which is also considered by the Principal. Feedback is also obtained from all students from time to time. All these are scrutinized and assessed by the Principal. The Principal further communicates the outcome with the staff members in a completely confidential manner.

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

6.4 - Financial Management and Resource Mobilization

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

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.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

00

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

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

College strategies for mobilization of funds and the optimal utilization of resources collegemaintains & follows a well-planned

process for the mobilization of funds and resources. The process involves various committees of the college as well as the Department Heads and Accounts office. college has designed some specific rules for the fund usage and resource utilization, Mobilization of Funds, the student Tuition fee is the major source of income for the college. The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc. The quotations are scrutinized by the finance and purchase committee before a final decision is made based on parameters like pricing, quality, terms of service, etc. The Principal, finance, and purchase committees along with the accounts department ensure that the expenditure lies within the allotted budget. The intervention of the management is sought in case the expenditure exceeds the budget.

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

6.5 - Internal Quality Assurance System

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

As per the functions given by the NAAC college is working on the different areas of quality assurance with respect to following functions mentioned by the NAAC on its website : Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process Arrangement for feedback response from students, parents, and other stakeholders on quality-related institutional processes Dissemination of information on various quality parameters of higher education Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles Documentation of the various programmes/activities leading to quality improvement Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices Development and

maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality Development of Quality Culture in the institution Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC IQAC of the college is committed to for the quality assurance as per the NAAC.

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

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

The IQAC of the college periodically reviews and takes action to improve the quality of the teachinglearning process. The college prepares an academic Calendar is prepared in advance, displaysand circulatesit in the college, and strictly follows it. Admission to various programs, summer, winter, andmid-term vacations, examination schedule, and declaration of resultsmentioned in the Academic calendar. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teachinglearning process, the system of continuous evaluation, compulsory core courses, various cocurricular activities, discipline and culture of the Institute. All students are also given a guided tour of the campus and the various facilities.

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

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

5

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

<p>6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF</p>	<p align="center">Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://visputeeducation.info/naac/igac/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://visputeeducation.info/naac/aqar/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

- College received Social Media Championship by HRD Ministry, GoI.
- Vocational Education Nai Talim Experiential Learning (VENTEL) Action Plan Institution by MGNCRE, Ministry of Education, GOI.
- Swachhata Action Plan Institution by MGNCRE, MGNCRE, Ministry of Education, GOI.
- National Educational Excellence Award for Innovative Teaching Approach Outstanding Administration & Social Contribution.
- National Educational Excellence Award for outstanding Performance in Virtual Knowledge Deliver during Pandemic.
- Two days national level seminar "Emerging Trends in Educational and Research Quality", financial assistance received from National Assessment and Accreditation Council (NAAC), Bangalore.
- One Day National Level Webinar on "Unequal Pay: Gender Discrimination at Workplace", Financial assistance received from National Commission for Women, New Delhi.
- "Swachhata Doot" by Panvel Municipal Corporation for cleanliness drives.
- Selection of Research Proposal at Avishkar Research Convention 2020-21.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy conservation is the effort to reduce wasteful energy consumption by using fewer energy services. This can be done by using energy more effectively (using less energy for continuous service) or changing one's behavior to use less service. Energy conservation can be achieved through efficient energy use, which has some advantages, including a reduction in greenhouse gas

emissions and a smaller carbon footprint, as well as cost, water, and energy savings. The college is engaged for energy conservation by reducing the consumption of energy and using minimum energy service. Energy conservation is a way of reducing the quantity of energy use. It may be achieved through efficient energy use or by reducing the consumption of energy services. It is one of the simplest processes to help the world by means of pollution in addition to make use of natural energy. The college has made a strategy for educating students and employees on environmental concerns and sustainability to make college energy efficient which includes environment concerns in planning and decision making.

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

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

To reduce waste at institute, students and staff are educated on proper waste management practices through lectures, advertisement on notice boards, displaying slogan boards in the campus. Waste is collected on a daily basis from various sources and is separated as dry and wet waste separately in bins, Color coded dustbins are used for different types of wastes. Green for wet and blue for solid waste. Daily garbage is collected by Municipal personnel for further processing. All waste water lines from toilets; bathrooms etc. are connected with Municipal drainage mains. Waste material like plastic, papers etc. are collected and sold out to scrap vendor from time to time.

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

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

Four of the above

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	All of the above
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File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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 maintained for the ladies toilets with continuous 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, laboratory,biomedical, properly segregated before disposal

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

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

3.37

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

SAP Committee for the Components of Swachhta - Greenery, Water management, Waste Management, Energy Management, Sanitation and Hygiene has been established in the college for doing periodic appraisals and periodic review of cleanliness in campus with Teams and Team Leaders involving Teaching Staff, Non-Teaching Staff and Students, COVID 19 related sanitization policy in every public area in th Campus ensuring use of masks, sanitizers in campus and quarantine facilities in case of medical emergencies. SAP Committee encourage 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.

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

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

A. All of the above

organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

Environmental sensitization & Literacy training

SAP Committee for the Components of Swachhta - Greenery, Water management, Waste Management, Energy Management, Sanitation and Hygiene has been established in the college for doing periodic appraisals and periodic review of cleanliness in campus with Teams and Team Leaders involving Teaching Staff, Non-Teaching Staff and Students, COVID 19 related sanitization policy in every public area 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.

Institutional Social Responsibility (ISR) 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.

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

7.3 - Institutional Distinctiveness

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

The college always considers the progress of rural area student is actual strength of the institution.. 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. 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. College has set up a Swacchhata Action Plan (SAP) committee and Vocational Education, Nai Talim Experiential Learning (VENTEL) committee under the guidelines of Mahatma Gandhi National Council for Rural Education (MGNCRE), Ministry of Education, and Government of India and recognized for the work done under it

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

