

BEST PRACTICES

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BEST PRACTICES

1. TET/CTET/TAIT Workshop

In recognizing the challenges faced by students in preparing for competitive exams, particularly the Teacher Eligibility Test (TET), the Teacher Education Institute (TEI) has taken a proactive approach. TEI acknowledges the low pass rates among its students in these exams and has thus instituted an annual workshop aimed at providing essential guidance and support to enhance students' chances of success.

Objectives:

- 1. Creating a Supportive Learning Environment:** The foremost objective is to establish a supportive and conducive learning environment that inspires and motivates students to actively engage in the preparation for TET/CTET/TAIT exams.
- 2. Addressing Doubts and Concerns:** The workshop aims to address any doubts or concerns that students may have about the TET/CTET/TAIT examinations. It does so through interactive discussions and provides clarifications to ensure students are well-informed and confident.
- 3. Assessment and Feedback:** To gauge students' progress, identify areas for improvement, and offer constructive feedback, the workshop administers mock or practice TET/CTET/TAIT exams. This objective ensures that students are better prepared for the actual exam.

The Workshop in Action:

The workshop unfolds through a well-structured series of activities and support mechanisms:

- 1. Orientation Session:** An orientation session sets the objectives and expectations for the workshop, ensuring that students are aware of the goals and benefits they can derive from the program.
- 2. Subject-Specific Guidance:** Expert teachers provide subject-specific guidance, sharing their knowledge and insights to help students grasp key concepts and topics relevant to the TET/CTET/TAIT exams.
- 3. Study Materials:** Essential study materials, including textbooks and sample papers, are provided to students to serve as valuable resources during their preparation.

4. **Practice Tests and Mock Exams:** To simulate the exam environment, practice tests and mock exams are conducted. This allows students to become familiar with the format and rigor of the actual exam, reducing anxiety and boosting confidence.
5. **Feedback and Improvement:** Following the mock exams, students receive detailed feedback on their performance. This constructive feedback assists students in identifying areas that require further improvement.
6. **Doubt Resolution and Individual Support:** Doubt resolution sessions and individual support are integral components of the workshop. Students can seek clarification on any issues they encounter, ensuring that they have a thorough understanding of the material.
7. **Ongoing Assessment:** Continuous assessment and tracking of progress throughout the workshop ensure that students remain on the right path towards success in their TET/CTET/TAIT exams.

Evidence of Success:

Over the last five years, a total of 137 students actively participated in the workshop. Remarkably, 28 of these students successfully qualified in the TET/CTET/TAIT exams, marking a significant improvement in pass rates. Certificates and photographs of these successful candidates serve as tangible evidence of the workshop's success and its positive impact on students' academic journeys.

The Teacher Eligibility Test (TET/CTET/TAIT) Workshop organized by TEI exemplifies the institution's commitment to providing comprehensive support to its students. By creating a supportive learning environment, addressing doubts, offering assessments and feedback, and providing subject-specific guidance, TEI empowers future educators with the knowledge and confidence needed to excel in these competitive exams. The workshop's track record of success underscores its vital role in shaping the educators of tomorrow and contributing to the enhancement of teaching standards in the education sector.

2. Project on Inculcating Reading Culture among School Students

The college conducts a project on Inculcating Reading Culture among School Students in every academic year. This project aimed at developing a reading culture among school students and fostering environmental awareness. This initiative exemplifies the significant role of education and awareness in molding responsible and well-informed citizens. By offering access to enriching reading materials and involving students in campaigns that promote environmental responsibility, this project contributes to a brighter and more sustainable future. Addressing challenges like digital distractions and ensuring access to digital resources will be crucial for sustaining and extending the project's impact.

Objectives:

1. **Exposure to Good Books:** The primary objective is to provide school students with exposure to high-quality literature that stimulates their intellect and nurtures a love for reading.
2. **Motivating Reading Habits:** The project seeks to motivate students to develop and sustain healthy reading habits, recognizing the lifelong benefits of this practice.
3. **Environmental Values:** Through carefully selected reading material, the project aims to instill values of environmental protection, making students more conscious of their role in preserving the environment.
4. **Crackers-free Diwali Campaign:** A significant component of the project involves organizing a Crackers-free Diwali Campaign. Reading materials are utilized to sensitize students about the environmental consequences of fireworks during the festive season.
5. **Feedback Collection:** Continuous feedback from school students regarding reading material and the effectiveness of the campaign is collected to make necessary improvements.
6. **Observations from School Authorities:** General observations and insights from school headmasters and teachers regarding the impact of these activities on students are taken into consideration.

The Practice:

To achieve these objectives, a series of practices have been implemented:

1. **Awareness Programs:** Awareness programs on the importance of reading habits are conducted for both school students and teachers. These programs highlight the cognitive benefits of reading and its role in shaping well-informed individuals.
2. **Reading Material Distribution:** Students are provided with Sadhana Balkumar Diwali Ank, a special magazine, and weekly issues of Sadhana, a leading opinion-makers journal, to encourage regular reading.
3. **Campaign Promotion:** To support the Crackers-free Diwali Campaign, pamphlets and reading materials are distributed to sensitize students about the environmental impact of firecrackers.
4. **Feedback Collection:** The project team collects feedback from headmasters, teachers, and school students in the Shirampur City area to assess the impact and effectiveness of the project.

Evidence of Success:

Over a period of 5 years, 4,720 students participated in this campaign. Feedback through essay writing competitions, recognition through a best research paper award for this campaign, feedback from headmasters, teachers, students, and parents, appreciation letters from schools, and photographs are the evidence of success.

3. Best Instructional Video Competition

Student-teachers are required to blend their subject knowledge with effective communication skills. Teaching with conventional resources is commonly referred to as traditional teaching. However, in the era of Information and Communication Technology (ICT), there is a growing demand for integration, which will likely be considered the advanced approach in the future. In addition to traditional teaching and learning methods, there is a pressing need to embrace advanced pedagogical techniques.

In the context of this competition, student-teachers receive orientation on creating videos using digital content, incorporating animation effects, utilizing the internet, and tapping into available open sources. Student-teachers create video lessons by including content from prescribed textbooks. This competition is designed to encourage the production of high-quality video lessons. Consequently, student-teachers are permitted to use their mobile phones, headphones, green curtains for background, and various online software tools for editing data.

All the submitted videos are thoroughly evaluated by a committee, and the winners are duly recognized and celebrated at the Annual Prize Distribution Ceremony. This initiative promotes innovative and technology-driven teaching methods among student-teachers, aligning with the evolving landscape of education.

4. Value Added Courses

Value-added courses are specifically designed to elevate the skills and knowledge of student-teachers beyond what is covered in the standard academic curriculum. These courses are a vital component aimed at improving the employability of student-teachers. They are conducted by the faculty members of the college and serve as a bridge between the formal curriculum and the actual requirements of the service sectors, education industry, and other relevant fields.

The college offers value-added courses in accordance with the guidelines set forth by Savitribai Phule Pune University, Pune. These courses typically carry 2 credits, and upon completion, learners receive certificates bearing the university's logo. Currently, the college offers seven value-added courses, which are:

1. English Communication Skills
2. ICT Skills for Educators / ICT Skills in Education
3. Yoga and Meditation
4. Art and Drama
5. Developing Reading and Reflecting Skills on Texts
6. Educational Research
7. Value Added Course in Social Service

These courses are instrumental in enhancing the holistic development of student-teachers, equipping them with skills and knowledge that are highly valuable in their future careers.

5. Self- Study Courses

The college offers a range of self-study courses, which are educational programs that do not require the presence of a qualified instructor in person. These courses encompass book study, video study, computer-based training, and other forms of education. They are initiated by the college with the aim of providing student-teachers with an opportunity to delve deeper into specific skills. The ultimate goal is to enhance their abilities and create potential sources of income for the future.

There are seven self-study courses available at the college:

1. Basics of Beauty Parlour
2. Basics of Tailoring
3. Cake Making
4. Basics of Mehandi
5. Basics of Rangoli
6. Gandhian Thoughts
7. TET/TAIT Examinations

In these self-study courses, student-teachers are initially oriented about the theoretical aspects of the subject matter. Subsequently, continuous practice sessions are conducted to help them achieve mastery in their chosen areas of study. These courses follow a schedule, and each student-teacher is exposed to the content and practice required to excel in their chosen course. It not only enhances their skills but also opens up opportunities for future employment or entrepreneurship.

6. Micro Teaching Workshop

The Micro Teaching Workshop is a pivotal component of our training program, focusing on the development of teaching skills through deliberate practice and repetition. Effective teaching skills can be honed through purposeful repetition.

The workshop begins with an orientation session, introducing specific micro skills related to teaching. Following this, student-teachers are divided into various groups. They are encouraged to select educational content and then present their chosen skill within a stipulated time frame. Feedback is solicited from both peers and the instructor in charge after each presentation, and this cycle is repeated twice.

Throughout the workshop, various teaching skills are introduced and refined, including introduction techniques, stimulus variation, narration, demonstration, questioning, blackboard utilization, reinforcement strategies, and explanation skills. Feedback from the instructor in charge is provided at various stages of the learning process.

This Micro Teaching Workshop is a critical step in the development of teaching skills, allowing student-teachers to continually improve and advance their abilities as educators.

7. Team Teaching Workshop

The Team-Teaching Workshop is a pedagogical approach aimed at enhancing the effectiveness of curriculum delivery and maximizing student learning outcomes. Team teaching involves the collaboration of two or more student-teachers to facilitate the teaching and learning process, making it an intellectually enriching partnership among them.

In this approach, the content from prescribed textbooks is delivered within a single classroom setting. Student-teachers work together to select the content and plan the steps of the lesson in a coordinated manner, with the goal of presenting it effectively within a specified time frame. This collaborative approach results in a diverse and dynamic teaching experience within a single class, enriching the learning environment and providing students with varied perspectives and teaching styles.

Team teaching is recognized as one of the most effective pedagogical methods for delivering content in the classroom, as it leverages the strengths and expertise of multiple educators to create a more engaging and comprehensive learning experience for students.

8. Internship Programme

This practice primarily emphasizes training and experiential learning opportunities aimed at developing skills in counseling, assessment, crisis intervention, consultation, organization of outreach activities, and the provision of supervision. It is a type of practice where student-teachers engage with a diverse population in various classes at the higher secondary level. This program plays a pivotal role in shaping the personalities of student-teachers, preparing them to establish a professional identity and attain professional competence.

During this internship, student-teachers gain direct experience in various aspects of teaching and education, including:

1. **Classroom Teaching:** Student-teachers actively participate in classroom teaching, gaining valuable teaching experience.
2. **Classroom Management:** They learn effective classroom management strategies to create an optimal learning environment.
3. **Observation:** Student-teachers observe various activities conducted within the school, broadening their perspective on educational practices.
4. **Organization of Curricular and Co-curricular Activities:** They participate in organizing both curricular and co-curricular activities, enhancing their organizational skills.
5. **Enhancing Teaching and Learning:** The internship encourages student-teachers to make teaching and learning experiences more engaging and dynamic.
6. **Study of Physical Aspects of the School:** Student-teachers examine the physical infrastructure of the school, gaining insights into the school's facilities and resources.
7. **School Administration:** They gain an understanding of school administration processes, contributing to their overall knowledge of educational institutions.
8. **Learning Experiences:** The program exposes student-teachers to diverse learning experiences, enriching their pedagogical knowledge.
9. **Evaluation Process:** They actively participate in the evaluation process, including assessing student performance.

The internship program typically lasts for one month for B.Ed. first-year students and extends to four months for B.Ed. second-year students. It is often regarded as the heart and soul of the B.Ed. course. The program is successfully carried out by student-teachers in three phases: the Pre-Internship Phase, the During-Internship Phase, and the Post-Internship Phase. These phases collectively provide a comprehensive and hands-on learning experience, preparing student-teachers for their future roles as educators.

9. Comprehensive Viva

A comprehensive viva is a practice that all student-teachers are required to undergo to assess their theoretical knowledge and evaluate their completion of course-related practical work within a specified timeframe. This comprehensive viva serves as a confidence booster, helping them to better understand their performance in theory-related assessments and the practical aspects of the course. It also aids in preparing for upcoming examinations with the expectation of achieving improved results.

10. Remedial Teaching

Remedial Teaching is a practice conducted by the college's Examination Cell, aimed at identifying student-teachers based on their academic performance in previous assessments and ongoing evaluation processes. Students are categorized as advanced students, average students, or slow learners.

To support the improvement of these students, the Examination Cell organizes various activities, including:

1. **Special Guidance:** Providing specialized guidance on how to effectively write university answer books.
2. **Open Book Examinations:** Administering open book examinations to encourage a deeper understanding of the subject matter.
3. **Showcasing Ideal Answer Books:** Displaying exemplary answer books to help students understand the expected standards.
4. **Reviewing Mobile Apps:** Evaluating and recommending educational mobile apps to aid in learning.
5. **Poster Presentation Awards:** Recognizing outstanding poster presentations to foster creativity and knowledge sharing.
6. **E-content Development:** Creating digital learning materials to enhance the educational experience.

These remedial teaching activities are tailored to address the specific needs of different categories of student-teachers, ensuring they receive the necessary support and resources to excel in their studies and assessments.

11. Question Bank & Computerized internal assessment work

To enhance performance in both college-level and university-level examinations, the examination cell has introduced a question bank system. This comprehensive question bank includes all current and past question papers dating back to 2015, and it is readily accessible on the college website.

Additionally, the internal assessment process, known as Continuous Internal Evaluation (CIE), has been computerized for greater transparency. Students can easily access and review their progress in various areas of the B.Ed. course, empowering them with valuable insights into their academic journey.

12. Professional Interview Skills

The "Professional Interview Skills" practice is specifically designed for B.Ed. II students to provide them with real-life experience and prepare them for professional interviews. All student-teachers undergo an orientation to understand the meaning and nature of interviews, including the recognition of 15 different types of interviews. They are also instructed on how to write a resume and learn about the essential aspects of an interview.

These aspects encompass physical characteristics such as voice, neatness, cleanliness, walking and talking, and behavioral patterns. Intellectual characteristics such as intelligence and general awareness, along with considerations for physical and mental hygiene, character, industriousness, and sincerity, are also emphasized as important factors in any interview.

The practice goes further by providing students with a list of common interview questions along with answers. It also covers the sequence of documentation and guidelines on appropriate clothing styles for interviews.

After this comprehensive orientation, student-teachers are divided into various groups and are given the opportunity to face interviews where they must confidently answer a set of 15 questions. This practice is highly valued by most student-teachers as it equips them with essential skills and knowledge for professional interviews in the future.

13. Spoken English and Communication Skill

The "Spoken English & Communication Skills" practice is conducted by the college to enhance the communication skills of student-teachers. It's essential not only to have knowledge of the English language but also to be proficient in speaking it. English is spoken in more than 250 countries worldwide and serves as the language of communication, science, and technology.

This practice places a strong emphasis on the following aspects:

1. **Phonetics:** To improve pronunciation and speech clarity.
2. **Grammar:** To ensure a strong foundation in English language structure.
3. **LSRW (Listening, Speaking, Reading, and Writing):** To develop proficiency in all four fundamental language skills.
4. **Practical Use of Language:** Teaching how to apply English language skills in real-life situations.
5. **Functional Use of English:** Focusing on practical and functional aspects of using English effectively.
6. **Conversation:** Enhancing conversational skills to engage in effective dialogues.

Student-teachers attend this course as per the provided schedule, and both theory and practical components are given equal importance in the learning process. They are provided with online materials and concrete resources for self-study. Engaging in this practice helps student-teachers become more confident, speak with proper pronunciation, and apply their English language skills in various real-life situations.

14. MoU's

A memorandum of understanding, commonly known as MOU, is an agreement between parties and can be bilateral (involving two parties) or multilateral (involving more than two parties). The MOU serves as a document expressing the aligned will and intentions of the involved parties, outlining a common line of action. The college has established 30 MOUs with various institutions, including government organizations (GOs), non-governmental organizations (NGOs), schools, colleges, hospitals, and open universities, respectively. These MOUs facilitate the effective implementation of educational, social, legal, cultural, academic, and health-related programs. Here is a list of the MOUs along with the collaborative activities:

Sr. No	Name of Institutions	Collaborative Activity
1	IGNOU, New Delhi	Collaboration for B.Ed (Vocational) programs.
2	YCMOU, Nashik	Collaboration for M.A (Education) and DSM programs.
3	Karmveer Vidya Prabodhini, Satara	Conducting short-term courses.
4	Gandhi Research Foundation, Jalgaon	Collaboration for Gandhi Research Foundation Exams.
5	MEESTA, Solapur	Partnership in educational activities.
6	Azad College of Education, Satara	Collaboration in educational activities.
7	S.G.M College, Karad, Dist - Satara	Collaboration in educational activities.
8	Rotary Club, Shrirampur	Engagement in social awareness activities.
9	Lion's Club Shrirampur	Participation in social awareness activities.
10	National Association for Blinds	Collaboration on inclusive education activities.
11	Bar Association, Shrirampur	Collaboration in law education and awareness activities.
12	R.B.N.B. College, Shrirampur	Organization of educational programs and sharing of physical and human resources.
13	C.D. Jain College of Commerce, Shrirampur	Organization of educational programs and sharing of physical and human resources.

14	Vidya Prathisthan College of Education, Ahmednagar.	Collaboration on research activities and sharing of faculty.
15	SSPM's N.J. Paulbuddhe College of Education, Ahmednagar.	Organization of educational programs.
16	B.G. Patil Vidyalay, Ashoknagar.	Participation in practice lessons and internship programs.
17	S.K. Somaiyaa Prathmik Vidya Mandir, Shrirampur	Participation in practice lessons and internship programs.
18	Modern High School, Shrirampur	Participation in practice lessons and internship programs.
19	S.J. Patani High School, Shrirampur	Participation in practice lessons and internship programs.
20	B.R. Khatod Kanya Vidyalay, Shrirampur	Participation in practice lessons and internship programs.
21	Ch. Shivaji Vidyalay, Vadala	Participation in practice lessons and internship programs.
22	Dnysagar Coaching Classes, Ahmednagar	Collaboration for placement activities.
23	Grampanchayt, Vadala	Engagement in N.S.S activities.
24	Grampanchayt, Khandala	Engagement in N.S.S activities.
25	Grampanchayt, Khiri Nimgaon	Engagement in N.S.S activities.
26	Sakhar Kamgar Hospital, Shrirampur	Participation in health awareness activities.
27	Saint Luke Hospital, Shrirampur	Participation in health awareness activities.
28	Rayat Cop. Bank, Shrirampur	Engagement in economic support awareness activities.
29	Yashwant Vidyalay, Padhegaon	Participation in practice lessons and internship programs.
30	B.G. Patil Vidyalay, Undirgoan	Participation in practice lessons and internship programs.

15. Development of Reading and Writing Skill of Student-Teachers through college magazine "SAHAJANAND"

The College Magazine "SAHAJANAND" has been a consistent and valuable initiative since 1970, aimed at fostering the development of reading and writing skills among student teachers. In today's technology-driven era, the dwindling interest in extra reading and the declining ability to express experiences and thoughts through writing have become evident challenges. To address these issues, SAHAJANAND magazine was established with the following objectives:

Firstly, the magazine seeks to introduce reading strategies to student teachers by providing them with information about readable books. It aims to encourage students to explore literature and engage in meaningful reading experiences.

Secondly, the initiative encourages student teachers to write articles based on the books they read and provides them with the opportunity to have their work reviewed by experts. This not only promotes critical thinking but also enhances their writing skills.

Furthermore, the magazine selects outstanding articles written by student teachers, based on their literary explorations, to be published in the annual SAHAJANAND magazine of the college. This recognition motivates students to take their reading and writing seriously.

Lastly, the magazine's editorial team submits the prepared magazine to the magazine competition of the Board of Students Development at Savitribai Phule Pune University, expanding the reach and impact of the students' literary efforts.

The implementation of this activity begins with guiding student teachers about effective reading and writing practices. They are introduced to a selection of readable books and are provided with guidance on how to compose articles. Student teachers are encouraged to choose a book of their liking from the college library and are given ample time to read the selected book. Subsequently, they are tasked with crafting critical articles based on their reading experiences.

The articles composed by student teachers undergo scrutiny by the magazine's editor. The editorial team then identifies the best articles among the submissions. These chosen pieces are forwarded to the Editorial Committee for a final review. Ultimately, the Editorial Committee selects certain articles for inclusion in the prestigious "SAHAJANAND Magazine."

Through this initiative, the college not only fosters a culture of reading and writing but also recognizes and celebrates the literary talents of its student teachers. It stands as a testament to the institution's commitment to holistic education and the development of essential life skills.

16. Project on Menstrual Cycle Awareness Workshop for Adolescent Girls in Internship School

Personal hygiene is essential for every human being to lead a healthy life. However, when we consider personal hygiene among adolescent girls, it is often neglected, not only by parents but also by school teachers, except for doctors. This neglect can be attributed to the influence of parental illiteracy, which leads them to avoid discussing sensitive topics with their daughters and often lack knowledge about life skills.

Currently, girls' menstrual periods start at a very early stage in their lives. This directly affects their behavior, and they often face various physical and mental challenges. Recognizing this significant issue, the NSS department of the college, in association with Samaj Bandhs (a voluntary organization), has made the Kishori Arogya booklet available for girl students to read in various internship schools.

NSS girl student volunteers provide guidance and counseling to all the girl students in these schools regarding the menstrual cycle and the precautions they should take to maintain their health. This initiative has directly benefited almost 1500 girl students.

17. NSS Departmental Activities for Protection of Environment

The NSS (National Service Scheme) Department is actively engaged in promoting environmental awareness and instilling eco-friendly values among the college's student teachers. The department conducts a range of impactful environmental activities both within and outside the college campus. These activities include:

1. **Crackers Free Diwali Campaign:** This initiative aims to raise awareness about the harmful effects of fireworks on the environment and public health. It encourages the celebration of Diwali without the use of firecrackers.
2. **Plantation Campaign:** The NSS department organizes tree plantation drives to contribute to greenery and combat deforestation. These campaigns emphasize the importance of planting and nurturing trees for a sustainable environment.
3. **Plastic-Free India Mission:** This campaign focuses on reducing plastic waste and promoting the use of eco-friendly alternatives. It encourages students to adopt a plastic-free lifestyle and raise awareness about the hazards of single-use plastics.
4. **Clean and Healthy India Campaign:** This initiative promotes cleanliness and hygiene, emphasizing their impact on public health. It involves cleaning drives in public spaces to create a cleaner and healthier environment.
5. **Cleanliness Fortnight:** The NSS department conducts a cleanliness drive for a designated period, emphasizing the importance of cleanliness and its role in maintaining a healthy environment.
6. **Historical Area Cleaning Campaign:** This campaign involves cleaning and preserving historical sites and heritage areas, instilling a sense of responsibility among students to protect cultural and historical treasures.

These activities reflect the NSS department's commitment to environmental conservation and the development of responsible and environmentally conscious student teachers. They contribute to the broader goals of creating a cleaner, greener, and more sustainable future for India.

18. Best Reader Award

The Library at the College has established the Best Reader Award to honor the student who has read the most books throughout their degree course. This award is presented to the last year's students based on their performance in the library. The library committee, including the librarian and their assistants, assesses students' active participation in activities that are set as the criteria for the Best Reader Award. These criteria include the student's behavior in the library, their use of library facilities, and their consistent reading habits. The number of books the student has read during their degree course, as well as the subjects of those books, are also taken into consideration.

The award consists of Rs. 101 in cash along with an appreciation certificate. The awards are distributed during the Annual Day function every year. This initiative has proven to be successful as a large number of students have started utilizing the library facilities. It has been observed that there is an increasing demand for the best books, which has helped foster a reading culture among the students. Today, it has become one of the most prestigious awards at the college.

19. Book Exhibition

The primary goal of organizing such an exhibition is to promote awareness and interest in reading. It also serves to inform visitors about the variety of books available in the library. A wide range of books is displayed on that day to acquaint readers with the diverse sources of information accessible in the library. The exhibition features books covering various subjects and genres, including history, geography, economics, mathematics, science, autobiographies, novels, drama, poetry, and even competitive exam preparation materials. Books contribute to the development of strong moral character and can bring about positive transformations in a person's life and future.

Libraries play a significant role in encouraging people to develop a reading habit. They also provide information about various aspects of society, culture, education, politics, history, and science, contributing to personal growth and development. Students can delve into the autobiographies and biographies of various authors, scientists, and heroes. As a result, students are inspired to aspire to various positions in their respective fields, whether they are in the arts, commerce, or sciences.

20. Earn and Learn Scheme

The "Earn and Learn Scheme" is designed with the objective of instilling the value of dignity of labor among student-teachers. This program provides financial assistance directly to all students, with a special focus on supporting economically disadvantaged individuals. The scheme operates according to a predetermined timetable established by the Student Welfare Officer, ensuring that students actively participate without any academic or intellectual loss.

This scheme has been introduced by Savitribai Phule Pune University as a token of gratitude to Padma Bhushan Dr. Karmaveer Bhaurao Patil, the founder of Rayat Shikshan Sanstha, Satara, known for his motto of 'self-help through education.' Under this scheme, students receive compensation of Rs. 45 per hour for their work. The university grants 90% of the funding for this initiative, while the remaining 10% is covered by the college itself.

The Earn and Learn Scheme not only provides financial support to students but also encourages them to appreciate the value of hard work and self-reliance, aligning with the principles of Dr. Karmaveer Bhaurao Patil's vision for education.

21. Blood Donation

Blood donation is a regular and commendable activity at the college, involving active participation from both student-teachers and faculty members. This noble practice occurs on various occasions organized by the university and the college itself. The college has established Memoranda of Understanding (MoUs) with two esteemed institutions: Dr. Jondhale Nitya Seva Rakt Padi in Shirampur and Gangadhar Ogale Kamgar Hospital.

Collaboratively, these institutions organize blood donation camps as needed, aiming to instill the value of social awareness among student-teachers. These camps offer a range of tests and facilities to ensure the well-being of donors and the quality of donated blood, including:

1. **Blood Donation:** The primary focus of these camps is to collect blood donations, contributing to the noble cause of saving lives.
2. **Testing of Blood Groups:** Comprehensive testing is conducted to determine the blood groups of donors, ensuring that the right blood types are available when needed.
3. **Check Height and Weight:** Height and weight measurements are taken to assess the overall health of donors and ensure they meet the necessary criteria for blood donation.
4. **Checking of Hemoglobin in Blood:** Hemoglobin levels are checked to confirm that donors are in good health and eligible to donate blood.
5. **Consultancy about Health and Diet:** Donors receive valuable guidance and advice regarding their health and dietary choices to maintain their well-being.

By actively participating in these blood donation activities, the college community not only contributes to a life-saving cause but also cultivates a sense of social responsibility and empathy among student-teachers. These initiatives exemplify the college's commitment to promoting social awareness and the well-being of the community.

22. Bahishal Vyakhyanmala (Extra Mural Activity or Lecture Series)

The "Bahishal Vyakhyanmala" or Extra Mural Activity, is a prominent initiative of the Extracurricular Education Board of Savitribai Phule Pune University, Pune, extended to the affiliated colleges of the university. The primary objective of this initiative is to organize lecture series on various contemporary societal issues, educational topics, and current affairs. These lectures aim to raise awareness among the upcoming generations, the students, and equip them to become more socially conscious, alert, and capable citizens of India.

Distinguished and motivational speakers, eminent scholars, mentors, and renowned personalities are invited to address the audience on a range of pressing issues. The lecture series conducted under this program include:

- 1. Dr. Babasaheb Jaykar Lecture Series**
- 2. Yashwantrao Chavan Lecture Series**
- 3. Sant Gadgebaba Senior Citizen Lecture Series**
- 4. One-Day Senior Citizen Camp**
- 5. Lectures on Knowledge Science, Reading Movement, and Book Exploration**

These lecture series serve as a platform for students to gain insights into critical subjects, broaden their horizons, and engage with the knowledge and expertise of accomplished individuals. It not only enriches their academic experience but also nurtures their ability to address the challenges and complexities of the modern world, ultimately contributing to the development of informed and responsible citizens.

23. Nirbhay Kanya Abhiyan

The college actively organizes the "Nirbhay Kanya Abhiyan" as part of its commitment to the development of confidence and personality among female student-teachers. This initiative is introduced by Savitribai Phule Pune University, Pune, with the primary goal of nurturing a critical mindset, fostering self-confidence, and instilling a sense of societal commitment among female students.

Under this scheme, girl student-teachers receive comprehensive training in various domains, including health, law, and social activities. The Student Development Department takes the lead in organizing and coordinating a range of activities as part of the "Nirbhay Kanya Abhiyan."

Through this initiative, the college empowers its female student-teachers to become self-assured, informed, and socially conscious individuals, equipping them with the skills and knowledge needed to contribute meaningfully to society.

24. Vidhyarthini Vyaktimatwa Vikas (Girl Student Personality Development Scheme)

The college actively conducts a variety of programs as part of the "Vidhyarthini Vyaktimatwa Vikas" or Student Personality Development Scheme. This initiative is introduced by Savitribai Phule Pune University, Pune, with the aim of nurturing the confidence and personality of female students hailing from rural areas and disadvantaged sections of society.

Under this scheme, female student-teachers receive comprehensive training in areas such as health and social activities. They are also encouraged to undergo training in self-employment to enhance their self-reliance and social confidence. The college further organizes lecture series to support the development of these students. Funding for these activities is provided by the university, which is committed to the successful implementation of the scheme.

Through these endeavors, the college empowers female students from underprivileged backgrounds, enabling them to develop their personalities, build self-confidence, and acquire the skills necessary to lead more fulfilling lives and make meaningful contributions to society.

25. Green Campus

The Swami Sahajanand Bharati College of Education in Shrirampur has undertaken the noble responsibility of fostering a green campus, championing eco-friendly initiatives, and fostering environmental consciousness among its faculty and students. With a legacy dating back to its establishment in 1970, the college has steadily developed an efficient infrastructure aimed at providing an ideal teaching and learning environment.

The college's sprawling campus covers 42 acres of land, boasting a built-up area of 3092.27 square meters. It includes administrative, academic, guidance blocks, a library, hostels, a guesthouse, staff quarters, the principal's bungalow, and a playground. All constructions adhere to approved building plans sanctioned by the Estate Officer of Sanstha and the Chief Officer of the Shrirampur Municipal Corporation. The open spaces are adorned with gardens, lawns, parking areas, and walking passages. Notably, tree plantation drives are a regular feature of college life, resulting in abundant green cover through trees, lawns, and potted plants.

The objectives of the college's green campus initiative are multifaceted:

1. To formulate specific policies aimed at promoting, enhancing, and monitoring environmentally responsible practices and reducing carbon footprints within the campus.
2. To ensure strict compliance with all environmental regulations among stakeholders and maintain the premises and lawns in an eco-conscious manner.
3. To actively engage in environmental responsibility.
4. To conduct an annual green audit.
5. To encourage carpooling and bicycle usage.
6. To plant a substantial number of trees and potted plants each year to sustain a green environment.

The action plan designed to fulfill these objectives includes:

1. Encouraging students to use bicycles and E-Scooters as eco-friendly modes of transportation.
2. Striving to create a plastic-free campus environment.
3. Encouraging students to opt for reusable jute or cotton bags.
4. Promoting the gifting of saplings to guests at various events.

5. Replacing traditional banners with environmentally friendly slides as backdrops.
6. Organizing environmental awareness programs.
7. Involving students and staff in gardening as a work experience and social responsibility.
8. Hosting eco-friendly activities such as Environment Day and Geography Day celebrations.
9. Making relentless efforts to transform the campus into a plastic-free zone.
10. Implementing measures to reduce paper usage and work towards a paperless office.

To ensure the effective implementation of these green initiatives, the college has established clear procedures. Students are rigorously instructed to maintain the campus's cleanliness, with reminders and quotes emphasizing the significance of a clean and green environment displayed throughout the premises. A dedicated gardener and support staff are employed to ensure a litter-free, clean, and green campus.

To manage waste efficiently, separate sanitation blocks for students and staff are provided, regularly cleaned, and maintained by hired services. The college emphasizes waste minimization, segregating solid waste into biodegradable and non-biodegradable categories, and partnering with the Shrirampur Municipal Corporation for proper disposal, aligning with the Swachh Bharat initiative and Clean and Green Shrirampur campaign.

Every department and classroom are equipped with dustbins for the disposal of dry waste. Waste segregation is diligently practiced at strategic locations, ensuring a clean and eco-friendly campus. The use of sanitary disposal machines further demonstrates the college's commitment to eco-friendly waste disposal methods.

In conclusion, the Swami Sahajanand Bharati College of Education, Shrirampur, stands as a beacon of environmental responsibility and sustainability in education. Through its green campus initiatives, the college not only fosters eco-consciousness among students and faculty but also sets a remarkable example for other educational institutions to emulate. The commitment to maintaining a clean, green, and eco-friendly campus is a testament to the college's dedication to a greener, healthier future for all.

26. Sustainable Energy Management System

Swami Sahajanand Bharati College of Education (SSBCE), located in Shrirampur, recognizes the importance of these factors and has devised an energy policy that aligns with the prescriptions of the National Institution for Transforming India (NITI) Aayog, emphasizing support for renewable energy resources. Additionally, SSBCE acknowledges the rapidly growing and dynamically evolving energy demand, driven by the impermanence of conventional fuels and the imperative need to curtail greenhouse gas emissions.

One of the most noteworthy initiatives undertaken by SSBCE is the establishment of a **21 KW rooftop Solar Power on grid plant and Solar Water heater with 2200 Liter capacity** is a significant step towards alternative energy sources. The college's energy policy goes further, focusing on efficient energy management and conservation, guided by well-defined procedures outlined in the policy.

The SSBCE Energy policy revolves around the monitoring, conservation, and management of the campus's energy requirements, in tandem with the institute's growing energy demands. It places a strong emphasis on creating awareness among students and staff regarding energy conservation measures. The policy's key objectives are to efficiently harness electrical energy through maximum utilization of the Renewable Solar Power Generating system and optimize lighting load consumption through energy conservation measures within the campus. Additionally, it aims to maintain a green energy campus through the utilization of an energy management system.

The objectives guiding the implementation of the SSBCE Energy policy are as follows:

- 1. Improvement in Energy Efficiency:** To reduce energy consumption and cost through enhanced energy efficiency measures.
- 2. Minimize Energy Consumption:** Achieve this by employing energy-efficient equipment and maximizing the use of daylight and natural ventilation.

To fulfill these objectives, SSBCE has devised a comprehensive action plan:

- 1. Formation of a Monitoring Committee:** Establish a committee tasked with monitoring and minimizing energy wastage within the campus.

2. **Environmental Audits:** Conduct Green Audits, Energy Audits, and Environmental Audits to assess and improve energy management and conservation.
3. **Backup Power Supply:** Ensure the availability of a backup power supply system to cater to uninterrupted energy demands.
4. **Energy-Efficient Systems:** Implement energy-efficient measures in both supply and demand systems as part of the campus's energy management strategy.
5. **LED Lighting:** Replace conventional lighting with LED lamps to reduce energy consumption.
6. **Solar Street Lights:** Install solar street lights and sensor-based lighting systems to enhance energy efficiency.
7. **Monitoring Solar Power Plants:** Regularly monitor electricity bills to assess and optimize the utilization of the installed solar power plants on campus.
8. **Awareness Campaigns:** Raise awareness among students and staff about energy conservation and management through the Environment Committee and Ecoclub of the college.
9. **Promote Energy Efficiency:** Encourage energy efficiency among students and staff by promoting vehicle pooling and bicycle use.
10. **Expert Lectures:** Organize expert lectures in the field of energy conservation to educate and inspire the campus community.
11. **Continuous Review:** Commit to continuously reviewing and updating the approved energy policy, ensuring its effective implementation.

In conclusion, the Swami Sahajanand Bharati College of Education in Shrirampur exemplifies a commitment to sustainable energy practices and environmental responsibility. Its well-structured energy policy, focusing on energy efficiency, conservation, and the utilization of renewable energy sources, serves as a model for other educational institutions. By aligning with NITI Aayog's recommendations and actively engaging the campus community in energy-conscious practices, SSBCE sets a strong precedent for creating a more sustainable and energy-efficient future.