



St. Vincent College
(Affiliated to Savitribai Phule Pune University)
Pune -411037

Title of the Event	Parents-Teachers Meeting (PTA)					
Date of the Event	July 12, 2025	Place of the event	St. Vincent College			
Objectives of the Event	The PTA meeting aimed to orient parents to the academic and administrative framework of St. Vincent College under NEP 2020, clarify assessment and curriculum changes, and strengthen collaborative engagement between families and the institution to support student success.					
Name/s of the Resource Persons	Dr. Franklin Salvi & Dr. Gilbi John					
A short narration of the program						
Parents-Teachers Meeting (PTA) On July 12, 2025, St. Vincent College convened a comprehensive Parents-Teachers Meeting (PTA) to strengthen the partnership between the institution and families of its students. Designed as both an orientation and a dialogue forum, the meeting sought to build mutual understanding, enhance parental engagement, and ensure that families are well-informed partners in their children's educational journey—particularly during a period of significant curricular transformation under the National Education Policy (NEP) 2020. The primary focus of the session was to familiarize parents with the structural and philosophical shifts introduced by the NEP and their practical implementation in the college's academic framework. Faculty members provided a clear, jargon-free explanation of key components such as the Choice-Based Credit System (CBCS), the semesterized academic calendar, and the holistic progress card, which evaluates students not only on academic performance but also on co-curricular involvement, critical thinking, and ethical development. Emphasis was placed on the flexibility now available to students—including the ability to select Discipline-Specific Electives (DSEs), Generic Electives (GEs), and Skill Enhancement Courses (SECs)—as well as opportunities to earn credits through internships, community engagement, and interdisciplinary projects. Recognizing that many parents were encountering NEP concepts for the first time, special care was taken to demystify foundational ideas such as multilingualism, the integration of Indian Knowledge Systems, and						



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the shift toward experiential, learner-centered pedagogy. These were presented not as abstract ideals but as concrete strategies to foster creativity, cultural rootedness, and real-world problem-solving abilities in students.

Beyond curriculum, the meeting addressed essential aspects of campus life and institutional functioning. Parents received detailed briefings on attendance policies, examination schedules and evaluation criteria, academic integrity expectations, and the range of student support services available—including counseling, career guidance, and mentorship programs. The role of class teachers and academic mentors was highlighted as a critical bridge between students, faculty, and families, particularly in monitoring academic progress and emotional well-being.

The college also introduced its digital communication platforms, which facilitate regular updates on assignments, attendance, assessments, and institutional announcements. This transparency was underscored as a core value of the college's commitment to responsive and inclusive governance.

The session concluded with an open and interactive dialogue, during which parents raised thoughtful questions about credit transfer, project-based learning, mental health support, and future employability under the new system. Faculty members responded with patience, clarity, and empathy, addressing concerns ranging from academic pressure to digital access. The respectful exchange reflected a shared commitment to student success and reinforced the college's belief that education thrives in a climate of trust, collaboration, and open communication.

Overall, the PTA meeting served as a vital step in aligning home and institution around a common vision: nurturing capable, confident, and conscientious learners equipped for the complexities of the 21st century. By grounding policy in practice and fostering genuine conversation, St. Vincent College reaffirmed its role not only as an academic institution but as a community invested in the holistic growth of every student.

Name of the Collaborating Agency	St. Vincent College
Learning Outcomes of the Event for the Participants	Parents gained a clear understanding of the CBCS structure, holistic evaluation methods, and student support systems, enabling them to better support their children's academic and personal development with informed awareness and confidence.



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Learning Outcomes for the Organizing team	The organizing faculty deepened their ability to communicate complex policy changes in accessible terms, identified key parental concerns for future planning, and reinforced the importance of transparent, two-way communication in building a supportive educational ecosystem.
No. of Participants	100+ parents of the students of First Year
Faculty in Charge	Dr. Franklin Salvi & Dr. Gilbi John
Documents Attached	<ol style="list-style-type: none">1. Attendance Sheet2. Geotag photographs3. Resume of resource persons if any4. Copy of remuneration paid if any5. Notice of the event6. Thank you letter to the resource persons