



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**MAHATMA EDUCATION SOCIETY'S PILLAI COLLEGE  
OF EDUCATION AND RESEARCH, NEW PANVEL**

PLOT NO. 1, SECTOR-8, KHANDA COLONY  
410206

<https://pcerpanvel.ac.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Mahatma Education Society now manages a total of 50 educational institutions providing quality education from kindergarten to Post-graduate professional courses with PhD centres in the faculties of Engineering, Architecture, Management, Teachers Training, Arts, Science and Commerce to more than 35,000 students with 2,000 Teachers and 1,500 Non-Teaching Staff. Institutions managed by Mahatma Education Society are affiliated with the University of Mumbai, approved by AICTE/COA/NCTE recognized by the DTE, Government of Maharashtra and accredited/graded by NAAC/NBA/DTE.

Mahatma Education Society's Pillai College of Education and Research, New Panvel was established in 2007. It is affiliated to the University of Mumbai and is approved by the NCTE (National Council of Teacher Education). The college is NAAC accredited with a CGPA of 3.31 on a seven-point scale at an 'A' grade in its first cycle. The grade reflects the able leadership of our Principal DR. (Ms.) Sally Enos and the efforts put in by the staff and students of PCER. As per the new guidelines of NAAC, the Internal Quality Assurance Cell was established formally on 20 October 2016 to make quality the defining element of the B.Ed. and M.Ed. courses run by the institution.

The college has an intake capacity of two units of 50 students each for the B.Ed. programme and one unit of 50 students for the M. Ed. programme. We are a recognized PhD centre for research studies in education. Pillai College of Education and Research has shown consistent results at the B.Ed. /M.Ed. University examination with 100% results.

The institution is located in a tranquil residential area, which provides an ideal and serene environment for learning. The peaceful surroundings are conducive to studying, and students can focus better in such an environment. The institution's proximity to the nearest road and rail services is an added advantage, it is easily accessible to students from various locations. The institution has a futuristic outlook and has been designed to meet the changing needs of education.

The institution relentlessly strives to empower students to become key contributors to the community and the environment in which they live. The objective is to achieve nation-building through character building which is ensured by bringing about a paradigm shift in the role of teachers from teaching to mentoring.?

### **Vision**

Vision

“To foster positive attitudes and ideals to be a socially responsible and competent teacher with individual identities in order to enable the student teachers to translate great ideas into good actions”

### **Mission**

Mission

“To promote purposive education through the globalization of mind and society and using education for value transmission in order to enable the student teacher to perform effectively different roles as a teacher in the present society.”

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

**Incredibly supportive Management:** The USP on which we function efficiently is the approachability, accessibility and availability of the management for anyone, anytime and anywhere mantra. Every staff is encouraged to discuss and share institutional/ personal issues even without prior appointments with the management. A healthy two-way communication is maintained. The institutional needs, be it infrastructural, facilities, services, finances, human and material resources the management makes it available on request.

**Committed and qualified staff:** Committed and qualified staff form the backbone of excellence in our institution. Our staff members are highly qualified with Ph.D., NET/SET certifications, and other pertinent credentials. They are updated in academic knowledge and professional competencies through participation in various professional development programs and also have been awarded for their excellent contributions to the field of education.

Staff members are passionate, committed and are willing to go the extra mile to ensure student success. Student excellence is ensured through the efforts of committed staff who invest quality time in grooming future teachers through guidance feedback mentoring and modelling. A positive, lively and curious learning environment is maintained to motivate student teachers and bring out the best in them

**Infrastructural facilities:** The institution also has Excellent infrastructure which is comparable to the best Teacher Education institutions in Mumbai. The well-equipped computer laboratory and well-stocked library are an asset to both teachers and students. The Google Classroom facility for resource materials is also helpful for student teachers—Inhouse MES digital library for easy access. The campus is well connected so we have students from Mumbai and Navi Mumbai Thane district and Raigad studying here.

**Quality Education:** A holistic approach to education is considered to cater to all the domains of an individual. The academic ambience enables the student teachers to sharpen their knowledge in the field of education. Internship programs are carefully designed to upgrade professional skills. Reflective practices are used for self-mentoring and improvement. Value-added programmes are integrated with the course to ensure the wholesome development of student teachers. Teacher educators address the emotional, social, ethical, and academic needs of students in an integrated learning format. Emphasis is placed on positive learning environments. Students are taught to reflect on their actions and how they impact the global and local community, as well as how to learn from the community around them. Teachers often engage students in projects that apply critical-thinking skills toward solving real-world problems.

**Placement:** The college maintains good relations with the schools in the region and we also have an active Placement facility linkage. This has helped most of our students to secure jobs even before they finish the course.

**Appraisals:** Regular appraisal of the program and performance has helped to reduce waiting time and effective services in Admission procedure, Enrollment and Eligibility, Library transactions, Exam form filling,

individualized guidance, and quick redressal of grievances and implementation of the outcome if required.

### **Institutional Weakness**

- Being a self-financed private college the financial support is only through the fees of the students. Even RUSA/ Inflibnet do not consider private colleges for funding.
- Vernacular medium colleges are allowed to take English medium students. This affects the admission of our college.
- English medium students who have not given ELCT are forced to take admission in vernacular medium colleges for fear of losing a year.
- Candidates interested only in acquiring a degree and not in quality education cease to take admission in our college.
- NAAC accreditation of A grade of a college is not of importance to many candidates in lieu of 'no attendance' and 'free marks'.
- Increase in Screen time: Unwarranted health issues.

### **Institutional Opportunity**

- Our college was selected as Lead college by the university to network, disseminate and conduct the online examination. This gave us an opportunity to set academic standards in the conduct of examination.
- University provided a mentor college status for hand-holding the colleges for their first cycle of NAAC implies that our institution is seen as a role model. This presents opportunities to share best practices, collaborate on educational projects and foster a culture of excellence that is mutually beneficial.
- UGC has selected our Principal as a trainer for the implementation of NEP 2020. This provides opportunities to play a pivotal role in shaping the future of education.
- Our Teachers are called by other institutions as resource persons and it signifies their expertise and the quality of education provided at our institution. This also provides opportunities for knowledge exchange and collaboration. It is an added motivation for our teachers.
- Opportunities for staff development: The institution encourages professional development among staff. This aids in enhancing knowledge and skills which can lead to improved teaching and support services.
- Financial aid for the non-teaching staff provides a boost to their morale and loyalty to the institution.
- Flexibility in academic transactions to adapt to the changing needs and preferences of students. This opportunity allows innovative teaching methods and adapts to new technologies to meet the diverse needs of students.
- Promotion of Research culture: Opportunity for faculty and researchers to disseminate their work through MES' digital library, making it easily accessible to students and staff
- Coursera certificate courses: Providing free access to the Coursera certificate courses to staff and students significantly helped to gain additional skills and knowledge beyond their curriculum.
- Google platform: Mahatma Education Society's tie-up with Google has provided opportunities to all staff and students to use the Google platform as LMS, G-Suite-cloud services, Google work space,

Break out rooms, plagiarism check, Google classrooms etc.

- Encouragement for in-house publications: This fosters a culture of reading, knowledge sharing and research, motivating academics to produce high-quality work. It also provides opportunities for collaboration, peer review and feedback among faculty members. Provides a platform for students and researchers to publish their work.
- Financial support for Book and paper publication: Motivates the faculty to publish their research in other reputable journals and books thereby increasing the institution's research output. This enhances the academic prestige of both individual faculty members and the institution as a whole.

These opportunities reflect the active support of the management and participative leadership of the Principal and the college is well-regulated, forward-thinking and committed to excellence in education.

### **Institutional Challenge**

- Teacher Education colleges as two-year program: Two-year program has affected the admission intake of our college. Most of our students being women and of marriageable age or married found it difficult to commit fully to this duration. It took three years to bring about a change in their mindset.
- Late admissions: The delayed admission process ever since the two-year program and more so during and post-pandemic period has affected the planning and timeline of the planned schedules. There is a long gap between the CET exam and the actual commencement of the college.
- Delay in completing the admission process and confirming the admitted candidates by the admission regulating authorities adds to the uncertainty in the planning and execution of programs.
- Change in NAAC manual in July 2022: It was a challenge to gather voluminous data over five years. Re-doing AQAR in the new format was very time-consuming and hindered to a large extent the college working. The colleges in the near completion of five years of the NAAC cycle should have been allowed to continue the old manual.
- Our college has been regularly publishing research papers in peer-reviewed journals. A sudden shift by NAAC to accepting only UGC care journal publications brought about a rethinking and it was a challenge to understand the new process.
- The pandemic period was a huge challenge in terms of human resources and material resources. However, our management and Principal's foresight and judgment helped us to face the challenges effectively.
- The attrition rate among staff and students: Due to Pandemic-related problems, maternity leave, family issues, and transferable jobs of their spouses have led to an increase in the attrition rate of staff and students.
- Digital Learning: Especially for a few senior staff and students it was a challenge. However, we have been able to face this through substantial digital learning online courses, and the provision of the Google platform by the management. Our institution is equipped to work fully in an online mode very comfortably.

## **1.3 CRITERIA WISE SUMMARY**

## **Curricular Aspects**

Planning of the curriculum is undertaken under two categories-Curricular and Co-curricular. The NCTE guidelines, University of Mumbai syllabus, UGC guidelines, and National Policy on Education are considered in planning. The curriculum planning based on the given framework is a joint effort of the IQAC committee and various academic committees of the college.

A fundamental or coherent understanding of the field of teacher education is regulated through induction programs, semester-wise, subject-wise and activity-wise orientations at the onset of each activity. The students are oriented before the commencement of any task and execution of the time schedules. All pertinent instructions are given for the smooth flow of the planned task in the stipulated time. The procedural knowledge is communicated through a well-planned timetable, and academic calendar and implementation through theory, demonstration, group-wise preparation, guidance, student presentations, peer and teacher evaluation and immediate feedback.

The curriculum planning provides academic flexibility in the choice of elective subjects, schools for internship, choice of value-added course they would like to opt for, in genuine cases rescheduling exam timetable for internals, and choice of NGOs for community work. Our students are trained in resume writing, interview etiquette, and facing interview panels with confidence. Value-added courses, Cultural activities, Sports, indoor games and annual day programs truly add to the all-around development of the student teachers to face the professional world of teaching.

There is ample scope and opportunities for curriculum enrichment. The student teachers are provided with sufficient opportunities within and beyond the focus of the curriculum to apply the acquired knowledge during internship, community work, presentations, activity planning, and writing reflective journals and reports. Students are placed under different boards based on their ability and interest for an internship of 20 weeks, which in turn provides a substantial practical awareness of the working of schools. The student teachers are trained in ICT-enabled teaching-learning, action research/ dissertations, and creating learning resources by their teacher educators as mentors.

Course-end and task-end reviewing is done with respect to the attainment of the overall PLOs and CLOs, and the feedback is utilized as input for further planning. The feedback system is immediate and constructive in nature. Feedback is taken from all the stakeholders for a holistic improvement

Our USP is advanced planning and well-informed teamwork among the student council and teacher educators in executing the CLOs. The second aspect is beyond the curriculum approach to develop socially responsible and competent teachers.

## **Teaching-learning and Evaluation**

The admission process is transparent and conducted by the directorate of higher education through a common entrance test. The students allotted to our institution are counselled and briefed about the functioning of the institution and care is taken regarding the fulfilment of basic qualifications and requirements as stipulated by the admission regulating authority. Our institution is open to the admission of students from diverse socio-economic, cultural and educational backgrounds.

Teaching learning process is executed keeping in mind the needs of the diverse learners. At the entry-level,

various diagnostic tests and activities are employed to assess the learning needs of students. Yoga, meditation and recreation sessions are organized to help students cope with the stress. The strategic move in this area begins with an orientation to the area/ activity to be deployed with demonstration and instructions to the students followed by students' activities either individually or in groups as required. The guided/ mentored/practised activities are presented before the class which is observed by the teacher educators. Immediate feedback is given for improvement and the strengths are appreciated. The feedback is encouraged through self-analysis, peer feedback and teacher feedback.

The institution ensures the appointment of qualified and competent teachers who are recruited as per the norms of the affiliated University. Teachers are encouraged to further develop professionally by attending seminars/FDPs/ Short-term courses or even additional studies. Since more emphasis is given to group learning and working in teams, teachers play an active role in mentoring the students and nurturing their capacity to take up the initiative.

The institutional strategy guarantees the development of Competency and skills using varied forms of activities involving students' participation. Practical insights are fostered through videos; brainstorming, discussions & debates on various issues. Research is conducted on problems faced by student teachers; school-related or societal concerns. Writing reflections post activities empowers an analytical bend among the students.

Internship-related grievances if any are sorted through discussion. Examination-related grievance regarding a particular subject if any, is first communicated by the student to the teacher teaching the course subject. If redressal is not sought from the teacher, it is taken in writing and the grievance is transferred to the examination committee.

Our USP is catering to all student needs with a concern for equity and equality and the appointment of Qualified and competent teachers.

## **Infrastructure and Learning Resources**

Our institution is self-contained with respect to various resources and the necessary infrastructure required for a smooth flow of our curriculum. The classrooms are well-ventilated with natural sunlight, sufficient fans and comfortable seating arrangements. Classrooms are ICT-enabled with LCD projectors and acoustics for smooth content delivery. Our institution has method rooms with relevant teaching aids and students are encouraged to prepare their own teaching aids as per the content developed. A Psychology lab, Computer lab, and Curriculum lab are available at our institution. Our multipurpose hall serves to present various presentations, both curricular and co-curricular. We have a large playground for outdoor sports and a multipurpose hall for indoor games. We have facilities like a Sports ground, Gymkhana, swimming pool, Science laboratories, and Canteen which are shared with our sister institution and are made accessible for all the staff and students as and when required.

The Library also subscribes to leading educational journals. It has a separate collection of Reference Books (Dictionaries, Encyclopaedias, Biographies, Fiction, and Non-fiction), dissertations and thesis, research tools, maps, charts and CD ROMs. Old question paper files are systematically maintained. Newspapers in English, Hindi and Marathi are also available in the library. Other facilities such as computers with Wi-Fi and Internet and a suggestion box are also made available in the library. Students can access the internet facility to avail e-resources and other web-based information.

Mahatma Education Society has also created a repository of digital libraries encompassing theses, books and journals institutional wise to serve the members of the MES community. Every institution has access to these digital resources as intra-library users. There are a variety of e-books made available from subject-oriented to fiction and nonfiction. Digital Repository provides access to e-books and journals which are made available to our students through their mes student ID.

An initiative of Inflib net- N List (National Library and information services infrastructure for scholarly content) is a part of a consortium for giving access to e-resources to colleges Library users also access free databases like Shodhganga which is a repository of theses from different universities across India, DOAJ- a Directory of Open Access Journals to have access to the articles in all the subjects. ICT facilities are enhanced as per the need. The wifi bandwidth was increased.

The facilities available are adequate having sufficient capacity to meet the maximum estimated service for the existing students and for a smooth flow of the curriculum.

### **Student Support and Progression**

The student council complements the teacher's role in maintaining discipline and ensures the smooth functioning of various activities. All the committees conduct regular meetings to plan a variety of activities to develop awareness, knowledge, skill and the right attitude in the student-teachers. Student council takes note of the grievances of the students through a suggestion box placed near the classroom and it is placed before the committee for redressal. They are also given freedom to voice their opinions in the plan, execution and evaluation of the program.

The institution publishes biannual Newsletters and an annual Magazine by the name "SPARK". The student council encourages the students to contribute articles in these publications in all three languages i.e. English, Hindi and Marathi. This provides opportunities for the students to showcase their literary as well as other talents. The general secretary's report in the magazine provides a view of the year's activities.

The role of the alumni association in the development of the institution is significant in the following areas: We have a registered alumni association 'The Pillai Education Alumni Association' and various activities are carried out through them. Regular meetings are conducted to discuss and plan out their course of action.

1. Community outreach programmes: Financial aid in academics by paying the fees of 25 orphan students from Immanuel Mercy home has been provided by the alumni association. In collaboration with NGOs, our alumni took the lead in reaching help to the Kerala flood victims during the Pandemic with cash as well as daily necessity items. A workshop highlighting open learning, positivity, the power of the positive mind, and unleashing the inner powers was undertaken. Our community initiatives continue undeterred with alumni taking an interest in teaching street children and providing books and stationery to motivate them to study.

2. Capacity building programme for student-teachers: Weeklong sessions on Yoga, Stressbusters, Laughter therapy and meditation are conducted by the Alumni Association members for the student teachers. Expert talks are arranged wherein the alumni share their expertise and experiences in the teaching-learning process. Alumni also arrange expert talks for the student teachers.



The Alumni Association acts as an effective support system by not only being active members of the IQAC and College Development Committee but also helping in the execution of the plans made in its meetings.

In all situations, Our strength and support are our alumni.

## **Governance, Leadership and Management**

Our management believes in participative management for the growth and welfare of all the institutions run by the society which ensures employee engagement and creates a sense of belongingness in employees at every level. This philosophy is followed by the Principal who conducts meetings with the relevant committees regarding the planning and implementation of the programme. Our institutional programs are executed on a decentralized approach. Every activity and program is headed by the convener and in turn, they form a committee of staff and students. The committee comprises teachers in charge and student representatives. The respective committee takes this forward; disseminates information and delegates work to the other staff and students. During /on completion of the programme, the committee evaluates the strengths and weaknesses of the activities and communicates the same to the Principal. The Principal along with the committee discuss the necessary revisions/ modifications /actions required for the improvement of the programme. Every staff gets an opportunity to plan, organise and showcase their creativity thus being confident in any situation. This is passed on through their actions and transactions to the students. The quality of transactions and impact is gauged through the stakeholder's feedback which is reviewed and implemented if required in the next cycle. The institution's structured functioning in a decentralized process creates a synergetic and concerted action. The transformational leadership approach enables and inspires the employees to strive beyond the required expectations and to work toward a shared vision. The service books of the staff are maintained and updated. The code of conduct for the students, teachers and non-teaching staff is in place based on the vision, mission and objectives of the institution. There is a mechanism in place for the evaluation of teaching and non-teaching staff by the students. Students get to voice their real opinions freely, without having to worry about negative repercussions. The appraisal of the non-teaching staff was taken through Google Forms. A two-fold financial audit is done on a regular basis. The details of the students and their payment details are entered in the software Erudite.

## **Institutional Values and Best Practices**

- Our institution takes efforts to imbibe intrinsic motivation among the students through informal interactions, talks, assembly, value-added courses, constructive feedback, reflective practices, and providing opportunities to participate in various curricular and co-curricular activities.
- An appraisal system is in place in our college. The feedback obtained from student teachers, colleagues, self and the Principal about the teaching staff of the college is interpreted to learn about the strengths and weaknesses of the teaching staff to improve the quality of transactions. Feedback from practice teaching schools, intra and inter-institutional meetings, appraisal of the college from students, Alumni, Guardians, student council, grievance redressal cell, and various committees are all considered and deliberated in the staff meetings and appropriate strategies are formulated wherever necessary.
- The teamwork is so evident that even in case of emergency one is thoroughly prepared to take up the other person's task. Teamwork has become a habitual trait among the PCER staff with a clear understanding that *together each achieves more success*.

- We have a cascading system of transfer and sharing of knowledge. Any form of professional development activities is openly circulated among the staff and interested persons not more than two at a time are permitted to attend/ participate/present in various areas. They in turn after the event discuss the strengths and weaknesses in a specially called staff meeting. Thus, everybody gets a fair idea of the event. We believe that *in sharing we receive much more*.
- Teachers and students are given freedom, opportunity and flexibility to be innovative and execute their ideas through assembly, magazines, newsletters, informal meetings, seminars, club activities and even through day-to-day classroom transactions. ICT-enabled classrooms and curricular transactions also give much scope for internet search, acquisition and transmission of ideas. We believe that, *Ideas if maintained will be sustained*.
- The teachers are given the opportunity and freedom to enhance professionally and personally. They are encouraged to do action/minor research projects, present papers and publish, and acquire a degree/diploma without compromising the quality of the teaching-learning process. The college has brought out confidence and depth in subject areas in teachers to equip them as resource persons for other institutions. We believe *Responsible actions lead to fruitful outcomes*.
- The institution's USP is the affectionate, genuine and correct mode of communication of information regarding the institution's work and programs. Over-the-counter information and freedom and flexibility to meet the Principal throughout the year make it easier for the stakeholders to access requisite information.
- The institution also strengthens its linkages with the community through the community-based program which is one of the best practices of our institution.
- Environmental Consciousness and environment-friendly actions are other best practices we diligently exercise in our institution. We have done the energy audit and electrical safety audit for the last three years. It has been our constant endeavour to practice as well as inculcate the values and practices that are eco-friendly. Most of our transactions are now through online mode.
- Our priorities are in the area of creating selfless leaders (SOUL), fostering innovations, collaborations and value creation. We give freedom to our students and staff to openly voice their opinions and concerns. The purpose is to lead our students from certainty to discovery, from individual to team players and from personal to sharing mode.

## **Research and Outreach Activities**

As part of the innovation and development in research, our teachers have made efforts to publish papers in UGC care journals, and peer-reviewed journals, filed patents and also applied for funding research projects. We have a regular research colloquium and research forum organized at the college level with the teachers and research scholars. Continuous acquisition of research knowledge, discussion and training has enabled us to confidently guide our research scholars. Students are encouraged to present papers and publish their research papers in peer-reviewed journals and UGC care journals. In the last six years, 15 students from our PhD centre have successfully completed and been awarded the doctoral degree from the University of Mumbai. Currently, 15 students are pursuing their doctoral degrees under the guidance of three qualified guides. As part of our endeavour to upgrade and share, we have compiled the research tools prepared by students and teachers on a variety of variables and have published the same Research tools in two volumes with ISBN. The college has a biannual peer-reviewed Journal (PJERT) research papers are reviewed through a double-blind review. Also encourages research scholars to publish book reviews on the related research variables enabling them to deepen their understanding of the research study.

The outreach program is carried out by the students of our college as part of the Philosophy, Mission and

Vision of our institution and as a requirement of the curriculum, for the benefit and betterment of the immediate community without seeking any reward in return. The student teachers are involved along with their mentors in the planning, implementation and evaluation of the activities whereas the recipient community acquires knowledge, and gains information and skills to improve their quality of life. Our students are also sensitized to the needs of the community and the requirement to extend support. We create social awareness and impart knowledge in order to help underprivileged individuals be sufficiently motivated to be part of mainstream learning. Our efforts have been to ensure the improvement of quality of life among the people, to bring about a certain degree of change and improvement in an individual's health, well-being, and ability to participate in or enjoy life events.

Our USP is to explore -learn- create in order to deepen the understanding of the role of the teacher.

One of our best practices is Community work which is taken up very seriously in our institution. It enables us to be true contributors and leaders in life.

## 2. PROFILE

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### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHATMA EDUCATION SOCIETY'S PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL
Address	Plot no. 1, Sector-8, Khanda Colony
City	New Panvel
State	Maharashtra
Pin	410206
Website	<a href="https://pcerpanvel.ac.in">https://pcerpanvel.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sally Enos	022-27481864	9820374303	022-2746416 1	pcer773@mes.ac.in
IQAC / CIQA coordinator	Bhavna Dave	022-27480289	9869254774	022-2746416 1	pcerpiqac@mes.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes
If Yes, Specify minority status	
Religious	
Linguistic	Malayalam
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	University of Mumbai	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	22-06-2017	<a href="#">View Document</a>		
12B of UGC	22-06-2017	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	31-05-2015	120	Continuous validity

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Plot no. 1, Sector-8, Khanda Colony	Semi-urban	1.087639	3131.563

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd, Undergraduate, Education	24	Graduation	English	100	70
PG	MEd, Post Graduate, Education	24	B.Ed D.Ed	English	50	13
Doctoral (Ph.D)	PhD or DPhil, Doctoral, Education	36	M.Ed NET	English	15	15

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				15			
Recruited	0	1	0	1	0	1	0	1	0	10	0	10
Yet to Recruit	0				1				5			
Sanctioned by the Management/Society or Other Authorized Bodies	1				1				10			
Recruited	0	1	0	1	0	1	0	1	1	9	0	10
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	2	6	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	2	6	0	8
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	1	0	0	3	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	7	0	7
UG	0	0	0	0	0	0	0	0	0	0

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



<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	1	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		0	0	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	3	0	0	0	3
	Female	47	20	0	0	67
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	9	3	0	0	12
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	13	1	0	0	14
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	1	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	1	4	1	0
	Others	0	0	0	0
General	Male	5	3	0	0
	Female	77	74	58	86
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
<b>Total</b>		<b>84</b>	<b>82</b>	<b>60</b>	<b>87</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>We are a Teacher Education institution offering B.Ed, M.Ed and Ph.D in Education. This is a linear system of education and for a holistic multidisciplinary system of education, we need to plan our program with other HEI's of our own trust/ Society and the HEI's in our surrounding area. Two-fold vision that can be demarcated are as follows: To convert a single stream institution into multi-disciplinary HEI's: We envision a merger of single-stream institutions with other multidisciplinary institutions under the same management. Also with the management's permission collaborate with other managements of neighbouring HEI's. We also foresee our institution as a degree awarding</p>
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	<p>multidisciplinary research-intensive cluster of colleges that provides integrated professional and vocational programs. This will enable us to have academic collaboration between institutions, through HEI clusters, leading to multidisciplinary education and research in different modes. In this direction we would like to apply for the integrated four years B.Ed program as envisaged in the NEP 2020. To offer dual mode degree: Our second line of planning is with reference to creating dual mode degree in collaboration with other HEI's offering masters degrees, like M. Com, MA, M.Sc in various disciplines through distance mode or part time mode. As per the UGC norm permission needs to be sought from the affiliating university and the partnering HEI's. In both the above visions our focus would be to ensure the development of all capacities of human beings i.e Cognitive, Affective and various skills in an integrated manner. This will in true sense lead to a holistic education.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>We as an institution recognize that, Academic Bank of Credit is foreseen as a digital bank that holds the credit earned by a student in any course. It is a major instrument for facilitating multidisciplinary and holistic education and multiple entry and exit in higher education. The curricula of B.Ed and M.Ed as provided by the affiliated university include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Our teachers have contributed in creating 38 credit based self-learning modules and it was accepted and uploaded as part of the Swayam portal. We have also worked on credit-based courses in ICT, Communication skills, Teaching Skills, Understanding Self, Art &amp; Drama, Community work etc. Credit based modules are prepared, wherein each credit is equal to 12 contact hours. The credits can be acquired based on parameters, such as student workload, learning outcomes and contact hours. As an affiliated institution, our University has activated the Academic Bank Account so that students can register and open a unique or individual Academic Bank Account in digital form.</p>
<p>3. Skill development:</p>	<p>Our Institution encourages student – teachers to enroll in various online courses to help them strengthen their Vocational Education &amp; soft skills.</p>

Many students have benefited by learning through online courses. The Institution constantly works towards the development of soft skills of student-teachers through various talks by experts, conducting seminars and workshops. Various activities in the teaching learning process ensures the development of the knowledge base, improve professional competencies and aptitude. Teamwork, inter & intrapersonal skills, decision taking, Leadership skills are developed through various curricular and co-curricular activities.

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

Our college takes pride on its diversity of students and faculty. Every effort is made to accommodate linguistic differences and promote linguistic diversity in the college. The celebration of Hindi Diwas & Marathi Diwas are attempts to strengthen the value of Indian Knowledge Systems in addition to observance of festivals across the country to bring an increased awareness of the wide cultural diversity present in our country. Cultural activities depicting different states of India and its diversities in food, clothing, climate, languages are part of our regular activities. These are key cocurricular activities that serve to enhance students' knowledge of Indian Culture and languages. These events have been conducted both in the online and offline mode. Yoga sessions organized by the college for the past few years that aids in the holistic development of students by drawing on traditional Indian Knowledge Systems. We have also created online certificate courses in Dance and Drama in Pedagogy, Art in Pedagogy, Craft in Pedagogy and students are encouraged to study and create or present some aspects of it in class.

5. Focus on Outcome based education (OBE):

- Apart from the curricular activities we offer value added certificate course on Teaching Competency Skills, Digital skills, interview etiquettes, Communicative English, Creating Learning Resources etc which helps our student-teachers to boost their confidence to teach in practice teaching schools during internship and enhance their teaching competencies.
- We have taken sessions on “First Aid”, Safety rules, Financial literacy, it helped the student- teachers to have an awareness about necessary life skills.
- Nai Talim- experiential learning was introduced to create awareness on productive teaching -learning process. Here the students were able to connect the teaching content

	with the life utility products and through teaching develop the products. This in turn will help the students to have an aatmanirbhar approach.
6. Distance education/online education:	Our teachers have contributed towards creating 38 modules in communication technology which is apart of Swayam portal for online learning now. The college has offered a course in Libre-office to the students in collaboration with IIT, Mumbai. MES had a tie-up with Coursera, an online platform to take up courses from different universities. The institution gave the faculty and students an opportunity to enroll in beneficial certificate courses. Faculty members got online training in using a variety of digital tools from Universal Teachers Academy, Puducherry. This learning was then disseminated to the students during the pandemic by conducting online sessions. Our students are encouraged to join for distance education along with their B.Ed and M.Ed regular program as per the dual mode education.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club was set up in November 2021 as per the government directives and decision taken among the staff members. Due to the pandemic situation the first orientation was conducted online, and the students were oriented on the constitutional rights and rights of a voter.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	An electoral literacy club was formed under the leadership of two professors. The students committee was constituted and the first meeting was conducted on 24th Nov 2021 and the purpose of this club. The plan of action was chalked out keeping in mind the restrictions enforced by the government due to the pandemic.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under	The program focused mainly on voter awareness and promotion of ethical voting campaign at the individual level. On the basis of the meeting a session was conducted for the entire class on the awareness of voting rights, importance of voting, need of voting, age related criteria by keeping in mind the group of people they need to cater like uneducated people, transgender's, sex workers etc. The students'

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>awareness was applied in the poster making activity. Poster making activity was given to the students in which they could draw they could make any cutout, charts or any teaching aid which will enhance the awareness and understanding of voting. This was presented by the students in the class. In 2022 the new batch of students were oriented and awareness was created with the help of videos related to voters' rights and ethical voting. Students were encouraged to create the voters ID too. A follow up activity was conducted to check the outcome of the sessions taken.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>It has been a practice at the college level to conduct the student council election in a democratic manner. The students are briefed about the importance of voting, voting for the right person after judicious analysis, following the rules and regulations to be followed by the voter. The students standing as candidature are allowed to address the class regarding their capabilities and in a miniature format we apply the method of polling system making the student understand and realize the responsibility of the council members and how on behalf of their entire class they can represent or provide any suggestion given by the class-members or highlight any problem or issue faced by the student, so in this way it is connected with the bigger picture of electoral process of voting and students get an idea of how and why aspect of voting as well as the, need and importance of voting. Our activities were at the college level.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The B.Ed and M.Ed students studying in our college are 21 years and above, and are aware about the registration criteria for voting, but in the activity, which was done by our students they had to mention the criteria for registration process of voting (age, ID proof, citizenship, etc) so that many groups of people who were unaware about the terms and conditions also became familiar and conscious of the same. The college briefed the students to ensure they have a voters ID. Most of them have a voters Id.</p>

## Extended Profile

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### 1 Students

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
154	138	141	114	59
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
75	75	75	75	75
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

## 1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
79	58	83	30	28
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
79	58	83	30	28
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

## 1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
84	82	60	87	34
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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



2021-22	2020-21	2019-20	2018-19	2017-18
12	10	10	12	12
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Copy of the appointment orders issued to the tea		<a href="#">View Document</a>		

## 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	10	10	12	12
File Description		Document		
University letter with respect to sanction of p		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

## 3 Institution

### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
43.95334	29.9561	28.4961	27.586	26.93127
File Description		Document		
Audited Income Expenditure statement year wise d		<a href="#">View Document</a>		

### 3.2

#### Number of Computers in the institution for academic purposes..

Response: 85

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Planning

##### 1.1.1

**Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.**

**Response:**

**Planning of the curriculum is undertaken under two categories-Curricular and Co-curricular. The NCTE guidelines, University of Mumbai syllabus, UGC guidelines, National Policy on Education are considered in planning. Overall structure of the curriculum falls under the University of Mumbai prescribed guidelines and the academic calendar is prepared accordingly. Entry level and need assessments of the students, feedback from stakeholders, especially practicing and placement schools are analysed and incorporated in the planning to fulfil their requirements. Contemporary needs of the society are taken into consideration by providing beyond the curriculum opportunities so as to keep the curriculum updated and prepare students for entering the world of work. The IQAC and the curriculum planning committee are closely associated throughout the planning process. A staff meeting is called to allocate the responsibilities in the areas of curricular & co-curricular activities like course subjects & activity portfolios, examination, practice teaching etc. Committee –wise planning is done in various semester-wise allocated areas and subjected to review.**

**Agenda of every meeting is well communicated through staff meetings, email, WhatsApp group or video conference and action plans are developed during the meetings. The plan is reviewed again, suggestions if any, are incorporated and modified. After confirmation, specific task-based schedules are prepared by the respective teacher-in charge which is approved by the Principal.**

**The planned task is implemented by sharing the timetable with the students well in advance. Problems and issues if any, are considered and appropriate changes are made in the schedule. The students are informed about the procedural part of any activity through orientation, timetable, demonstration in microteaching, integrated lessons, lesson plans, lesson guidance as per the level of teaching, guidance as per pedagogy, teaching aids, simulated lessons, community work, action research, lectures, evaluation workshop, observation (peer and teacher), reflective journal. The difficulties and challenges if any, faced by the students are undertaken by bringing in changes without affecting the desired outcome.**

**Local context exposure and need is ensured by giving students training in local schools for**

**practice teaching and internship, community service in the immediate neighbourhood to learn and to sensitize our students towards the needs of the local community. Need of the hour is to develop competencies in Emotional Intelligence, Critical Thinking, Negotiation, Communication and interpersonal skills. Capability to extrapolate from what one has learnt and to apply acquired competencies, opportunities are created for students to showcase their confidence and skills**

through guided internship, community work, collaborative learning, time management, reflection, placement, public speaking, magazine articles, book reviews, seminar paper presentations, Value added courses, seminars, webinars that enable the students to adapt it to local needs.

Output is measured at the end through both formative and summative results, placement data of students and exit surveys. Year-end reviewing is done with respect to the attainment of the overall PLOs and CLOs. Feedback is utilized as input for further planning.

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

### 1.1.2

**At the institution level, the curriculum planning and adoption are a collaborative effort;**

**Indicate the persons involved in the curriculum planning process during the last completed academic year**

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

### 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**

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 80

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	28	28	28	28

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	35	35	35

#### **File Description**

#### **Document**

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

### 1.2.2

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

**Response:** 11.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	11	11	11	11

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.3

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

**Response:** 53.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
74	79	58	83	31

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.4

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

through

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

**Response:** A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.5

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

**Response:** 33.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
74	46	32	36	17

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

## 1.3 Curriculum Enrichment

### 1.3.1

**Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas**

**Response:**

#### **A fundamental or coherent understanding of the field of teacher education**

The teacher education curriculum is designed to provide students a thorough grounding in the theoretical, philosophical, and historical foundations of education. A comprehensible understanding of the field of teacher education course is regulated through induction programs, semester wise, subject wise and activity wise orientations at the onset of each activity. The mentor-mentee meetings ensure more clarity of the purpose and usefulness of the various subjects and activities executed. A well-balanced time table is prepared keeping in mind the various activities. The theory subjects are delivered in the class by Teacher educators using various methods of teaching like field work, survey, cooperative learning, role play, constructivist approach, problem -based learning and use of ICT and Library resources. etc. We conduct regular seminars, workshop and sessions which provide them a rich experience to promote higher level thinking.

**The procedural knowledge** is communicated through a well-planned time-table and implementation through theory, demonstration, group wise preparation, guidance, mentor-mentee meetings, student presentations, peer and teacher evaluation and immediate feedback. The college ensures that the students learn the strategies and skills, involved in conducting lessons, preparing the tools of assessment, organizing programs, writing reflections, writing papers, research projects etc. The students are trained to observe, handle and apply tasks related rules, skills, actions, and sequences of actions required to attain the objectives. Our college provides students exposure to schools of different boards, levels and medium. Opportunities are provided to student teachers to interact with differently abled learners through formal practice teaching, internship and community work.

**Capability to extrapolate:** The student teachers are provided sufficient opportunities within the focus of the curriculum to apply the acquired knowledge during internship, community work, presentations, activity planning, writing reflective journals and reports. Students are exposed to a range of teaching methodologies, including both traditional and innovative techniques, in order to prepare them to be



effective and versatile. During Internship they can exhibit their knowledge and skills. Students are encouraged to apply their skills and aptitude in community- related initiatives wherein they are sensitized to the needs of the society and these activities include ‘Shramdaan’, teaching children from the poor socio-economic groups, visits to industries and organizations. The various clubs and cells activities enables students to conduct and experiment with new ideas. This is a wonderful opportunity for our students to showcase their organizational and leadership qualities.

**Skills/Competencies:** Various activities conducted like value added courses, cells and clubs related activities, Research projects, pedagogical and core theory inputs enable the learners to understand about themselves and the need to develop the intra & interpersonal skills. They become confident and competent in presentation skills, digital skills, writing skills, communication skills, thinking and reasoning skills. They steadily imbibe the leadership qualities, team work, co-operation, patience, responsibility, transparency and integrity in their actions etc. This in turn creates self-confidence, high self esteem and imbibes in them professional ethics.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

**The main purpose of teacher education program is to train and equip the students to adapt to diverse boards of school education for their teaching career. Sufficient opportunities and activities are provided to students to create awareness and knowledge of various boards. Firstly, the students are introduced to these areas through the B.Ed and M.Ed curriculum. The content is delivered**

through discussion mode and assignments, enabling the students to explore further. Theory papers like Educational Management, Contemporary Education and India, History politics and Economics of Education, Teacher Education, Secondary and Higher Secondary Education provides sufficient input to the theoretical base of knowledge and about the apex bodies that govern the various boards. From the assessment and examination point of view too the students are conscious of the differences among the various boards. This is also supported by visits to different schools to understand the infrastructural needs of the school, the student seating arrangements, teacher student ratio in a class, class room management etc.

Secondly, students are placed under different boards based on their ability and interest, for internship of 20 weeks, which in turn provides a substantial practical awareness of the working of schools. Here students understand, the objectives and curriculum of the board under which they are placed, pattern or approach to teaching and assessment, formative and summative evaluation, class work and home assignments, time table and the overall structure of the school program. The students gain confidence in their ability and convictions about the profession they will eventually step into. As the students reach the final semester awareness sessions by principals of different boards are arranged. And finally, the Principals' of schools providing placement through campus interview also briefs the student teachers on specific school philosophy and its affiliated boards' requirement. Sharing of experiences by the alumni regarding their school and career growth also gives an impetus to the total learning process. More and above the college has a curriculum laboratory equipped with school code book and curriculum of SSC, CBSE, ICSE, IGCSE, IB boards that will help them to understand the difference in the curriculum across boards. Sharing of experiences by the alumni as guest speakers, regarding their school and career growth also gives an impetus to the total learning process.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.3

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

**Response:**

**On the bases of the given B.Ed and M.Ed syllabus the college ensures two-fold outcome of the teacher education program is to develop the teaching competencies among the student teachers**

and to inculcate among them the qualities to take up varied roles as counsellor, facilitator, planner, researcher, manager, leader etc. Curricular experiences are categorized into - cognitive mode, experiential learning, demonstration, meta cognitive modes, reflective learning, multisensory and multimedia approach, multiple intelligences, catering to the learning styles. The theoretical knowledge is gained through the core, interdisciplinary and pedagogy courses presented through lecture cum discussion mode, cooperative learning techniques, differentiated learning approach, brainstorming, ICT enabled learning etc. The focus of interaction is on the utility and applicability of the content to the different school systems, community and life with the thrust on the learners. Workshops on teaching skills, models of teaching, lesson planning, writing statement of objectives are presented in two parts, the theory and demonstration of the skills. The students are placed in small groups according to their pedagogy subject under respective teacher educators for one to one interaction and guidance. Students prepare the set guided plan and present the same under simulated conditions. Around 8 teaching skills and four to five models of teaching are presented so that the student teachers are familiar and competent with the basic skills of teaching. Internship of 20 weeks and 30 lessons under the shadow teacher from schools and teacher educators, help in mentoring the students and facilitating their progress. Eventually the student teachers become competent and confident in taking up lessons on their own. The student teachers are trained in ICT enabled teaching-learning, action research/ dissertations, creating learning resources by their teacher educator as mentors. The mentor-mentee meeting also enables us to narrow down the doubts and find immediate solutions to the problems. The students are able to relate the learnt knowledge and skills to the school requirements. Teaching is not complete without assessment; hence ten days elaborate workshop is conducted in the steps of preparing the assessment tool. The psychology and logic behind the scientific approach is made clear and students are placed in groups pedagogy wise and guided to prepare individual question papers in their opted pedagogy. Student teachers are elected through democratic process and they observe and imbibe the values of fairness and justice. They are given opportunities to organize, plan and execute cultural programs, conduct assemblies, attend and participate in seminars, participate in intercollegiate competitions and workshops. These exposures and opportunities to help them to be good planners, managers and leaders.

Community work is another area that helps to sensitize our students to the needs of the local community. Our students are trained in resume writing, interview etiquettes, and facing interview panels with confidence. Students are given counselling and value-added courses to develop their physical, spiritual and emotional well-being. Sports, indoor games and annual day programs truly add to the all-round development of the student teachers to face the professional world of teaching.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**

**Structured feedback is obtained from**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **1.4.2**

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

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

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 46.27

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 5.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	2	2	9

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

### 2.1.3

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

**Response:** 0.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	1

<b>File Description</b>	<b>Document</b>
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.2 Honoring Student Diversity

### 2.2.1

**Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..**

**Response:**

**At entry level, various diagnostic tests and activities as following are employed to assess the learning needs of students in various areas, both pre and post admission:**

**At the Pre-admission stage, prospective students who register with the college are tested on English language content knowledge, teaching aptitude, logical and reasoning abilities. The college then provides training sessions on all the three areas on the basis of test results. The Principal also meets every student coming for admission to the college and a face-to-face interview helps to assess the needs of the students and also counsel the students who come in after a long gap to study.**

**Post admission, an entry level test is given to the students as a self-assessment. As the course starts, Multiple Intelligence tests and learning style tests are also conducted. These results are analyzed which helps to group the students as per their abilities for completing their project-based courses like co-curricular-activities, community service etc. A talent hunt helps to assess speaking, presentation, personality type and also explore talents to hone them further.**

**Pedagogy based Content test is taken to find the requirement for content related support before they start their internship. Guidance groups are formed under the leadership of method-masters. Micro skills lesson plans are assessed to prepare them for integrated lessons. Training to make simple use of MS Office & internet functions is given to students. Personal counseling is organized to support students in making a choice into teacher education and to offer support for personal bindings if any by forming the mentor-mentee groups. Mentoring sessions are periodically scheduled to monitor and guide on students' progress.**

**Yoga, meditation and recreation sessions are organized to help students cope with the programme. Topics are covered in various multi-sensory approaches using visual, audio, kinesthetic, natural, linguistic, etc. dimensions.**

**Content mapping tool is taught to help students cope with content knowledge in their pedagogy. Multi-media and technology integrated lessons are incorporated to help students gain ICT knowledge and skills needed. Google groups, Google classroom and various technology-based platforms are used for academic transactions. Opportunity to observe seniors, alumni, peers and shadow school teachers help to gain insight into lesson delivery and overall responsibilities of a teacher.**

**Self-learning materials in three languages are provided for every unit in every subject to help students with language barriers. Bilingual lectures are carried out based on the requirement of students.**

**Reflection journals, report writing, magazine articles, book reviews are guided for students to come up with language skills.**

**Various workshops are organized from time to time. Field visits and school visits also are organized to help with practical experiences. Morning assemblies including News reading are organized to develop general awareness, confidence, public speaking and values.**

<b>File Description</b>	<b>Document</b>
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.2

**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through**

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.3

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

**Response:** As an institutionalized activity in accordance with learner needs



<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.2.4

##### **Student-Mentor ratio for the last completed academic year**

**Response:** 12.83

##### 2.2.4.1 **Number of mentors in the Institution**

Response: 12

<b>File Description</b>	<b>Document</b>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

**Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

**Response:**

**Varied Modes of Learning adopted for different courses in our college are:**

**Childhood and Growing up:** Case study method for teaching the concept of growth and development, the difference between both and the developmental process as it involves students to study the pattern of growth and thus aids in remembering and understanding the stages of growth and development. Role plays for understanding the various parenting styles so that they can be concretized and applied to real-life situations later. Review of research studies for studying various approaches of studying Human Development in Psychology. Experiential activities to understand theoretical perspectives given by Piaget, Erickson, Urin Bronfenbrenner.

**Knowledge and Curriculum:** Exploring contextual reading materials for understanding the types of knowledge, critical reviews and discussion groups on understanding meaning of education, activity based opportunity to have hands-on-learning experience on the modern child-centred education methods, books and articles for reading different curriculum contexts, presentations by students on different thinkers in education, analysis of different curriculums vis-à-vis NPE, situation based discussions to understand the process of curriculum development and importance of evaluation of curriculum.

**Gender, School and Society:** Sensitization through documentary films, poster making to express the issue and its solution, Cooperative Learning Strategies like jigsaw and Gallery walk to learn Indian jurisprudences for women, Community work participation, discussion groups, role-plays and observing days related to the issue.

**Ability Course-Critical Understanding of ICT:** Practical assignments, workshops and academic transactions through ICT platforms like google groups, google classroom etc.

**Learning and Teaching: Experiments** are conducted to learn about fatigue, concept formation, word association, transfer of Learning etc. Demonstrations and activity based lessons like puppet shows are used to explain various theories.

**Pedagogy of School Subject:** hands-on approaches and lesson plan guidance on various methods, visits, workshops, teaching aids and lab works.

**Education Management:** Visit to schools, interviews with School heads, teachers and alumni. Practical training into formulating the time table and other aspects of Secondary school code etc. ; Co-operative learning to understand various types of management and leadership styles. Self-study research work to understand the different boards, curriculum lab visit and time allocation to go through different board books, study the administration of education in India.

**Assessment for learning:** Practical workshops like evaluation workshop, guidance on assessment designing, workshops on different tools of assessment so that the students are able to implement in their schools.

**Language across curriculum-** Creation of subject specific vocabulary, correlating different subjects with the language, reading different types of texts, identification of key words in varied text structures, skimming and scanning of books- all teaches them practical application.

**Research Methodology:** Along with the theoretical inputs, practical work on Review of literature, formulating topic, preparing research proposal, creating tools, data analysis using excel. Preparing papers for publication.

**Contemporary India and Education:** Exposure to different policies through reading materials and Group work on researching different topics and presentations.

**Environmental Education, Guidance and counseling and Creating an inclusive school:** all are given more practical insights through videos; brainstorming, discussions & debates on various issues.

**Action research:** Based on problems faced by student- teachers during practice teaching or problems in society or new methods of teaching-learning etc.

<b>File Description</b>	<b>Document</b>
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2

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

**Response:** 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	10	10	12	12

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 2.3.3

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

**Response:** 100

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

**Response:** 154

<b>File Description</b>	<b>Document</b>
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

### 2.3.4

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

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

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

### 2.3.5

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

**Response:**

Mentoring is the heart of the educational program in this institution. Mentoring is carried out through mentor-mentee groups. Each teacher has a group of mentees. Periodic meetings are organized for continuous guidance and progress of students. All mentoring efforts are facilitation oriented providing

opportunities for students to learn and develop through guided explorations.

**Working in teams:** This is facilitated through mentoring sessions which allow students to collaborate together through platforms like Jamboards, Co-operative learning strategies etc. Students are made into groups of practice teaching, pedagogy groups, guidance groups, student council groups, various club groups. Tasks assigned through each group ensure collaboration among the team members. Presentation tasks, role-plays or any activitybased teaching, organizing the events of a club, etc. require students to collaborate through the various groups.

**To deal with student diversity:** Counselling sessions are in schedule every week to support students in need. Grouping of students in to various teams is carried out keep in mind mixed ability grouping. Homogenous and heterogeneous groupings are organized so that students get to interact with all kinds of students. Team teaching with seniors helps in peer level handholding. Topics of handling diversity are included in curriculum and deliberations through discussions are incorporated.

**Conduct of self with authorities:** Opportunities like freshers' meet, annual days, assemblies, shadowing teacher, interaction with school authorities, help students to develop their personality and they learn to conduct self with authorities. Democratic ethos at college helps students to develop democratic attitudes in their ways of working and professionalism. Value added courses on enhancing self are organized regularly.

**Balancing home and work stress:** 'Smile is the culture' being the value followed at the overall organization, it gives a welcoming environment for all students to share any concerns or seek any support. Regular Time management workshops, Stress management workshops, Understanding self, developing positive attitude, Yoga, meditation etc. are organized. Students are allowed to approach teachers and seek help anytime, beyond working hours. Daycare is provided for mothers with children at home through tie ups with best local daycare centres.

**Keeping abreast with latest development in Education & life:** Journals, periodicals, latest development research magazines, seminars, webinars, workshops, campus tours and visits to leading schools, action research etc. is organized. A tie-up of the Mahatma Education Society with online learning platforms like Coursera enables students to pursue different courses to keep themselves abreast of latest development in Education & life skills.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

It is for us to make each day a meaningful day by connecting with people and doing things that give us satisfaction and reflect on the day's work. In this context the entire teaching learning process had scope for creativity, innovativeness, thinking skills, empathy, life skills and team spirit.

The purpose of our education is not only to gather information but to construct knowledge, to create something differently wherever possible. These possibilities are observed in the cultural activity, community work, ability-based courses, audit course, lesson planning and delivery, action research, learning resource creation, various workshops/ presentations and co-curricular activities provided by the college, contribution for college magazine articles etc

Writing reflections after the task and sharing with others gives tremendous scope for self-analysis, value inculcation, bringing about attitudinal changes and interest towards the teaching profession.

**Case 1: Cultural activity:** The academic year starts with the project-based activity namely the community work and the cultural activity. Every year new themes are given to the students to discuss in groups and formulate the schedule and sequence of activities the group intends to present. Each group has a teacher in charge/ mentor to guide and help if required. The discussion mode enables the student teachers to come up with innovative ideas and creative actions. Creativity is the originality of thought and knowledge, which is an integral part of idea generation. Innovation, on the other hand, is used to turn the creative idea that you come up with into a viable solution. Thus, the students are able to exercise their creativity and intellectual abilities to create something new and different for their presentations. The creative and innovativeness is exercised either due to problem driven, similarity driven or inspirational driven situations. The students are given the freedom and flexibility to engineer their thoughts and ideas.

**Case 2:** For the **community work** the student teachers are placed with NGO's and they have to give quality time of 20 hours of teaching values, fundamentals, action songs, craft, art and engage with the underprivileged children with empathy and skills. The work done is monitored by the teacher in charge and necessary inputs are given, if required. Over a period of time the students express their love and empathy towards others in their daily activities too. They learn to value the blessings in the form of privileges enjoyed by them in comparison to the underprivileged. This in turn nurtures the life skills among them. The report writing and daily reflections enables our students to reflect on their strengths and weaknesses and the improvements required to be a better human being. Students develop the skill of writing reflections, thinking skills and life skills like inter and intrapersonal relationships, communication skills, decision making skills etc. Students share their joy and happiness of doing community work and also pledge to continue this good work wherever they are placed in future. They learn that giving your time to others is the most precious gift one can give.

The other areas are Practice teaching, action research, value added courses, creating learning resources, Sports and games, Competitions, Workshops. Seminars.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**

- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**



**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.3

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.4.4

**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.5**

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **2.4.6**

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

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

**Response:** A. All of the above

File Description	Document
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.7

**A variety of assignments given and assessed for theory courses through**

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

**Response:** A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1

[View Document](#)

#### 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

In the month of April, permission is sought from the education officer and the practicing schools for allowing the students to take up internship for the following academic year. Schools in the vicinity of the college are identified. As per the norms laid down by the University of Mumbai, 10 student teachers are allotted to each practice teaching schools (10:1)

The groups are formed on the basis of:

- Subject combination and level of teaching
- Medium of instruction
- Proximity of place of stay to the school

The internship dates are decided keeping in mind the schedule of the schools. The final list to allocate the students to different schools according to their methods and their potential is made. Simultaneously, in the college, before the initiation of the practice teaching the student teachers are well oriented with the micro-skills, different methods and techniques of teaching using multi-sensory approach. Workshops on content analysis, writing of objectives & specifications, integration of core-elements & values, preparation of different teaching aids and working models helps the students to effectively handle the diverse learning needs of the students. Furthermore, theory papers like Childhood & Growing up, Learning & Teaching, Gender, School & Society, and methods give ample scope to orient student teachers about the diverse learning needs in the classroom. Individual guidance for content and delivery is given for effective execution and delivery of the lesson.

The School Principal is oriented by the Practice teaching in-charge of the college regarding the internship activities to be completed during internship. Permission is sought from the Principal who then directs the in-charge teacher to the supervisor/ coordinator of the secondary section of the school for further planning.

The supervisor orients the other staff members of the school and allots shadow teachers to the interns placed in that school/college as per their subjects. The interns build a rapport with their shadow teachers and collect information related to lessons to be taught at least 4-5 days prior to the commencement of the lesson. They also interact with them for understanding of the content that is to be taken. The students prepare their lesson plans according to the standard and subjects allotted to them and submit it to their guiding professors. The lesson plans are carefully checked, guided and suggestions for improvement and execution are given. Thereafter the students make their final lesson plans and present their lessons in the schools.

Besides executing lessons, internship comprises Cognitive apprenticeships wherein student teachers under the assigned school teacher (mentor) observe the mentor's work, interact, assist and gain experiences. The other activities undertaken are attending and organizing morning assembly, handling of proxy periods, value education classes, studying school records, organizing competitions, cultural programmes, sports, decorating notice boards, correcting books, attending the library/laboratory/AV rooms, observation of school teachers' regular lessons, assisting in invigilation in class-tests, interview with Senior teachers. M.Ed. internship too is taken up in teacher-education colleges and schools.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4.9

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

**Response:** 9.88

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

Response: 8

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.4.10

**Nature of internee engagement during internship consists of**

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**

## 10.Preparation of progress reports

**Response:** B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.4.11

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

There is an effective monitoring mechanism followed during the internship programme.

Shadowing school teachers give the content from the respective subjects to be taught by the student-teacher in class. After the student-teacher makes a lesson-plan, the method master corrects the lesson plan and guides the student-teacher for effective execution of the lesson. Monitoring is done by the school shadow-teacher to see that the same content is being taught and the supervising teacher checks with the rough plan to see that all the suggestions given by the method-master are followed appropriately.

The strengths and the weaknesses of the student-teachers are analyzed and communicated to them. They are evaluated for overall effectiveness and interactivity, with respect to the skill of introduction, explanation, questioning, stimulus variation, Blackboard work, class control, time management, use of teaching aids, integrating values and above all the extent to which the set objectives are achieved. School supervisor/senior teacher also supervises the practice lessons and gives feedback for further improvement. The students are assessed qualitatively and quantitatively wherein the descriptive remarks and suggestions are given on their lesson plans for improvement. Check is kept to see if there is a marked improvement in the student-teacher's next performance. The students approach the supervising teacher educators for their individual feedback with reference to the written suggestions on their lesson plans.

Besides this 'Reflection' column has been introduced in the lesson plan, internship report, wherein the student-teacher can do a self-appraisal of the work carried out.

Method masters review the written feedback given by the supervising teacher-educators and discuss the same with the student teacher for further improvement. Based on this the next lesson is prepared, guided and delivered. Thus the cyclic process continues. The system is so planned that at the completion of the

entire practice lessons every student is observed by each teacher-educator.

The peers also observe the lessons given by the student-teacher and make a note in the observation books. They also give an oral feedback to their friends during the tutorial group sessions. The mentors give tips and suggestions for bringing about quality in teaching.

The teacher educators also monitor that the student-leader of the school prepares a proxy-timetable and delegates work equally amongst the others. Students are also encouraged to take up other school-related work from the teachers like totaling marks in the test papers, marking attendance, conducting assemblies, creating and designing bulletin boards, assisting school teachers during PTA meetings and open house etc.

At the end of the internship programme, the School Principal also talks to the group of students placed in her school, and gives an overall feedback based on her own observation and the reporting of the school teachers. After the internship the student teacher submits the complete file of the internship with a day wise report duly signed and certified by the Principal of the internship school/college. The Internship program is a very fruitful and a rich field experience for every student teacher.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **2.4.12**

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

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.4.13

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:** 100



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

## 2.5.2

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

**Response:** 89.29

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

Response: 10

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.5.3

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

**Response:** 10.83

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

Response: 130

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.5.4

### Teachers put-forth efforts to keep themselves updated professionally through

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

#### Response:

The institution supports professional as well as personal development of the teacher educators by encouraging them to enrol and attend orientation and refresher courses, short term courses and FDP

The Principal promotes research activities through the 'Research Forum' of Mahatma Education Society, minor research projects and presentations of papers in in-house seminars and publications of papers in ISBN and ISSN published by the college.

The teacher-educators are informed regularly about attending seminars, workshops and training programmes in other institutions, encouraged to present papers at the local, state, national and international level and persuaded to write articles for publications.

The college also organizes National level seminars and webinars which not only fosters organizational skills but enhances their knowledge in different aspects.

Teacher-educators are also encouraged to be **resource persons, guest lecturers** as and when invited by other institutions. They are also supported to conduct workshops and share their expertise.

The Secondary school code, contacts with the CBSE, ICSE IGCSE and IB authorities, regular interactions with the school personnel give an insight to understand the requirements and expectations of the school.

Alumni who are working in different schools are also invited to conduct workshops in the college which provides an interactive platform to discuss the recent developments and teaching methodologies. Beside all this, a change in the school subjects or the curriculum also gets reflected in the textbooks which the teacher educators and the student teachers are well conversant with. This also helps them to realize the needs of the schools and accordingly guide the student teachers.

Formal settings include conferences, certificate courses, seminars, retreats and workshops. Informal opportunities for teacher professional development include independent research or investigation, peer learning initiatives. It gives teachers more confidence, which, in turn, helps them perform better. It adds value to the teaching-and-learning process by making it more effective and efficient and helps students achieve greater results. In house discussions on current developments and issues and sharing the learnt content among the staff also stimulates a learning environment.

<b>File Description</b>	<b>Document</b>
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

Yes, continuous internal evaluation is in place and is regularly and continuously used in the Scholastic as well as Co-Scholastic areas of curriculum. The internal continuous evaluation takes place in the three major areas (i) Academics (ii) Practice Teaching-Internship (iii)- Co-Curricular activities/ Project based activities. In the beginning of every semester the students are oriented about the course content and briefed about the internal assessment system, pattern of exams and the sequence of activities and grading.

The academic evaluation takes place through essays, assignments and class tests. The internal examination schedule, seating arrangements, exam invigilators are planned and displayed well in advance, monitoring the attendance of the students for the examination is taken care of, by the examination committee. General and individual feedback are given to the students and the papers are shown to the students for better understanding of the evaluation pattern. After every class the students are given review questions and the content is summarized. Apart from this a semester end exam is also conducted as per the university exam pattern. These practice tests and the feedback help the students to be better prepared for their semester end final examination. The student's interactive/ participative approach is also observed and marked. The ability to express ideas and knowledge acquisition is predominantly assessed.

Internship/Practice teaching is monitored on a daily basis on a three-tier evaluation and feedback system. The lessons are guided by the teachers on a one to one and group basis wherein the students are continuously evaluated on their ability to plan a proper lesson plan. Every guided lesson is executed by the student and supervised by the teacher educators. Here too immediate written and oral feedbacks are given on a one to one and group basis. This enables the students to understand their strengths and weaknesses to modify and improve the next lesson. The students discuss the feedback with their respective guides and care is taken to avoid the errors in successive lesson planning and delivery. General feedback on group behavior, internship outcome and school feedback is given on a weekly basis during the internship period. The skills related to teaching, team work, ICT along with the knowledge and values related to the activities are observed and assessed.

Co-curricular activities and project-based activities are carried out under the guidance and supervision of the group mentors. The activities are oriented, discussed, planned and executed as a group and at times individually. Here the mentors observe the behavioral traits, approach and commitment to the task, team work, coordination and co-operation above all a we feeling among the students. Wherever required the

students are counselled and motivated to move forward especially as a team. Also, overall performance feedback is given to the students immediately and they are individually marked on the rubrics. The rubrics to be used are shared with the students in order to help them to prepare and execute the activities accordingly. This also provides training to the teacher trainee to focus on the relevant criteria while planning, preparing and executing any task.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6.2

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

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

**Response:** A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.6.3

#### **Mechanism for grievance redressal related to examination is operationally effective**

##### **Response:**

The examination procedure is carried out at the internal and external level. Internal examination is subjected to the internal marks given by the college. The external examination is conducted by the affiliating university. Hence the grievances at these levels are handled differently.

In case of any discrepancies in the marks allotted in the external examination, the students fill up the revaluation form with the stipulated fee for that particular subject and submit to the college. The college forwards the same to the university with the Principal's signature. Students can also ask for a photocopy of the written exam on a certain amount of payment to the university. In case of error in the names or subjects in the issued marksheet by the university, then the students give a written application regarding their grievance and it is taken by the college and forwarded to the university for rectification along with the copy of the marksheet. The rectified marksheet is handed over to the concerned student once the college receives it.

Grievance related to internal examination of a particular subject, if any, is first communicated by the student to the teacher teaching the course subject. If redressal is not sought from the teacher, it is taken in writing and the grievance is transferred to the examination committee. After receiving the case it is looked into by the committee. A committee meeting is summoned and the issue is discussed. After verification of the complaint, the committee acts upon the complaint and takes the measures necessary to resolve the issue. If the case cannot be resolved by the committee it is again referred to the Principal. Once the complaint has been resolved, the student is informed about the outcome.

However, no such grievances have been received since feedback is a regular mechanism adopted by the institution to inform the student-teachers about their respective performances in theory, practice teaching as well as co-curricular and extended activities. The strengths and the weaknesses are analyzed and communicated to the student-teachers. The student's performance in their essays and class tests are assessed and papers with their grades and written remarks are shown to the students. A common class feedback is communicated to the students. If there is specific feedback, it is communicated to the tutorial group teacher/ mentor and remedial measures are adopted according to the requirement of the individual student-teacher.

Common issues related to examinations are addressed by taking sessions on tips for writing exam papers, presentation style, improvement in speed, stress management, time management and study habits. Gradually this practice is developed in our teaching-learning on a regular basis during curriculum transactions. For an institution to function smoothly, one of the criteria is to have a transparent system of assessment and feedback. Students have freedom to see their work, discuss and seek information related to their task.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

The academic calendar is prepared in the month of June for the following academic year keeping in mind the tentative start of the program which is normally by July-August and on the basis of the term break schedule provided by the university. The academic calendar indicates key dates and deadlines for important academic requirements and activities including, the start and end dates of semesters, holidays, internship and exam days. However, the delayed admission process by two to three months does not allow the exact execution with reference to month and date. All the structural format of activities shown in the calendar is followed more or less in the same pattern. Due to the uncertainty and change in the execution of university examination accompanied with delayed admissions the prepared academic calendar only gives a tentative approach to the execution of the major areas of assessment. All the major areas are covered in the academic calendar. The areas of internal evaluation involve theory, internship, project-based courses, ability courses, action research etc. Our students are notified regularly, regarding the situational changes if any, through regular class assembly, whatsapp group etc. As per the philosophy of the institution the internal evaluation system is discussed first with the teachers and after the concurrence of all, it is shared with the students at least 10 days prior to the execution of the events. This way the students and teachers are well prepared with the criteria of internal evaluation. The sequence of activities is more or less adhered to, however the month and date may not strictly match with the academic calendar. The execution of lectures, examinations, assignment submissions, activities, practice teaching etc are discussed in the staff meeting and the portfolio in charge prepares the time table which is approved by the Principal and displayed on the notice board. During and post pandemic the soft copy was also shared on the whatsapp group of students at least 10 days prior to the commencement of the activity. This provides sufficient time for the concerned teachers and students to plan, prepare and execute the given activity. All activities are subject to internal evaluation hence clear instructions regarding the mode of evaluation, evaluation criteria with reference to input, process and output, date and duration are discussed through orientation, mentor-mentee meeting and also one to one clarification if required. The Principal, through the academic committee meetings and staff meetings, frequently reviews the progress semester wise and provides suitable suggestions and accordingly the schedules are prepared for the internal evaluation of various activities.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

Theoretical knowledge of the subjects forms the core syllabus of both the B.Ed. and M.Ed. educational programs. Theory deals with knowledge acquisition and development of sensitivity towards students and their needs, it also focuses on development of professional competencies and pedagogical skills. Talks on various social and environmental issues are conducted.

Practice teaching is at the heart of the teacher training program at B.Ed. and M.Ed. level. Student teachers are grouped and allotted schools to learn the intricacies of teaching-learning. This helps to develop professional, leadership and social skills. The teaching-learning process follows the cyclic procedure of orientation to internship program, workshops on skills of teaching, objective and specifications, simulated teaching, preparation of lesson plans and teaching aids, observation and constructive feedback by the supervisor, reflection by the student and incorporation of the suggestions in the next lesson plan.

The student teachers participate in community work organized in the following areas: Literacy drive is conducted in the slum areas in collaboration with different NGOs, children from Balgram are hosted on the community service day at MES, donation of clothes and contribution towards the school fees of children of Immanuel mercy home, paper bags made and distributed to the vegetable vendors in the vicinity. These activities develop sensitivity to social issues and concern and foster virtues like compassion, empathy, humility and courtesy. Clubs and Cells organize various co-curricular activities that help develop values like multiculturalism, cultural identity, secularism and egalitarianism. The students also develop leadership and managerial skills.

A teacher should possess a wide repertoire of skills of which reading and writing is prime. Through various activities student-teachers are guided how to analyze and interpret different types of texts enabling them not only to acquire cognitive skills but also to develop professional competencies, values and appreciation for language. Digital skills are no longer a luxury but a necessity. The student teachers are taught to be digitally aligned to the needs of the z-generation and the present need which sprouted due to the pandemic. Hands-on activities like using learning applications on the G-suite, creating audio-video presentations, using open source applications as well as undertaking courses of their choice on Coursera were encouraged.

Research is considered as an essential component of higher education. In B.Ed. action research is taken up whereas in M.Ed. focus is on dissertation. Our emphasis is on the knowledge acquisition along with development of research skills through step by step orientation of the concepts and steps of research. The research skills and ethics are constantly discussed as the students are guided by their respective mentors from the formulation of topic to the tool preparation, research design and statistical interpretation to the conclusion of the study. The mentees are also guided on the formatting and styles of reporting their work. Group discussion under the mentor followed by individual guidance at every step and appraisal of the work with immediate feedback for modification or correction helps in systematic integration of the professional competencies and skills required in research.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.7.2

#### **Average pass percentage of students during the last five years**

**Response:** 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
79	58	83	30	28

<b>File Description</b>	<b>Document</b>
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.7.3



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

**Response:**

The activities and theoretical inputs are given on the basis of the syllabus and the felt need of the students. The PLO's and CLO's are the expected outcomes after the completion of the given task/ activities during the course. Hence the activities selected are directly catering to the Course learning outcomes and in turn the program outcome. Any progress, improvement or unlearning if required are steps towards the achievement of the learning outcomes related to the task. The students' performances are assessed in three ways i.e. Diagnostic, Formative and Summative.

The students are assessed out of 40% in theory and out of 100% in project based and ability courses. The internal assessment happens during the course of each semester and it is formative in nature. The students who perform reasonably well are considered for internal assessment. The Diagnostic assessments like lack of content clarity, language issues are done in the class tests and assignments to improve and correct their theoretical knowledge and if need be re-test is also given after the feedback.

The project-based courses, mainly the practice teaching lessons, are diagnostic and formative in nature. The students are oriented and guided about the requisite content, skills and task related ethics. The one to one guidance, lesson supervision and immediate feedback helps the students check their own improvements and progress. The students express the changes felt and the progress experienced in their reflective journal and in peer group discussions. The behavioural changes, attitude towards the profession and the skills acquired are quite evident as they pass through the phases of practice teaching. The students are marked in their internals for project based and ability courses on the basis of the efforts taken, approach and attitude towards the task and the ability to deliver work outcomes to agreed quality, standards and timescales.

The performance of the students from the point of view of progress can be seen through the semester wise grading on the basis of semester end examination of the affiliated university. Most of the students have shown improvements in their professional and personal attributes like ability to learn, Conscientiousness, Interpersonal Skills, Adaptability, Integrity. Teacher professionalism such as the knowledge, skills, and professional ethics that teachers must have in order to be effective in their profession are observed in most of the student teachers at the completion of the course. The progress of the students in terms of external and internal evaluation can be seen in the final consolidated sheets shared by the university. The transcript is written in a clean verbatim format. The transcript reflects the overall performance of the students in the academic area and Practice teaching. The transcript consists of the student's personal information at the top of the paper. This can include name, academic year, attendance and the cumulative GPA of the student. The subject wise and project wise marks/ grade point average are entered semester wise. Each year is divided into two semesters and the course is of two years. The average performance of the class semester wise and the progressive growth can be graphically represented for a holistic view.

<b>File Description</b>	<b>Document</b>
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.4

### **Performance of outgoing students in internal assessment**

**Response:** 79.75

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

Response: 63

<b>File Description</b>	<b>Document</b>
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.5

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

#### **Response:**

The Principal and staff members of the institution coordinate efficiently as a team to create an overall environment conducive to learning and development of the students. Diverse learning needs of the students in language, subject orientation, learning styles, technology and physical challenges are identified initially through an entry test after admission and during the course of the program. To cater to these diverse needs different strategies have been used and modified from time to time. Library is equipped with text books in English, Marathi and Hindi to cater to the needs of students from varied linguistic backgrounds.

The most vivid and common issues identified have been with reference to, Language problem, fear of

facing a class, lack of confidence in self ability, poor communication skills, lack of knowledge about teaching skills etc. Thus, teacher-educators use a variety of strategies to improve the communication skills among students through activities like object talk, value added courses in communication skills, sharing in small mentor-mentee groups, group discussions, elocution competitions, debate etc. Classroom interaction while teaching the various subjects is done through discussions, debates, brainstorming and cooperative learning techniques like Think-pair-share, gallery walk, jigsaw etc. Multi-linguistic approach is used by the teachers which helps students to understand the subject concepts properly. Opportunities for analytical thinking and reflection are part of our activities like problem solving, lesson planning, paper setting, learning resource creation, assignment writing etc. ICT enabled curriculum transaction for better understanding caters to the different learning styles.

The assessment tasks to assess the improvements in performance in various areas are done through written tests, presentations and performance tests which are measured using checklist, rubrics, rating scale, observational techniques etc. The purpose of the assessments is either diagnostic, formative or summative. The communication skills are improved through varied opportunities provided and one to one written or oral feedback given to the students help them to modify, improve and strengthen their inherent qualities. The students are given the opportunity to be leaders in group activities. The teachers meet the students on a regular basis. Peer-tutoring is also encouraged. At the culmination of the course the students are knowledgeable, well informed regarding the essential skills and ethics regarding teaching, confident and better in their communication.

The schematic-framework of the various courses is uploaded on ‘Google-classrooms’ specially created for the students. Diagrammatic representations for concept simplification and clarity are also uploaded. Mnemonics are made for factual concepts and are shared to help retention. The students’ comments are viewed and doubts if any are clarified.

We have tutorial groups with a mentor-student system, especially to identify and help the slow learners as well as to motivate the others. Besides all this, students having neuro-muscular problems are given extra time for writing the examination papers.

The overall pass percentage is 100% in any given year and almost all our students are placed above CGPA B+ grade. Our students are placed in the surrounding schools through campus placement and walk-in interviews and this by itself reflects their progress and the extent to which the initial challenges have been catered to and minimized.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.67**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	3

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 3.1.2

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

**Response:** 0.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0.49	0.3	0.26

<b>File Description</b>	<b>Document</b>
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.4

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Copyrights or patents filed	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.2 Research Publications

### 3.2.1

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

**Response:** 0.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	0	0	0

<b>File Description</b>	<b>Document</b>
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 7.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	26	4	10	15

<b>File Description</b>	<b>Document</b>
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.3 Outreach Activities

### 3.3.1



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

**Response: 7.6**

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	7	7	8	5

<b>File Description</b>	<b>Document</b>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.3.2**

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

**Response: 81.35**

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

2021-22	2020-21	2019-20	2018-19	2017-18
118	99	116	105	55

<b>File Description</b>	<b>Document</b>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.3.3

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

**Response:** 80.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
118	99	116	102	55

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

### 3.3.4

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

**Response:**

**The outreach program is carried out by the students of our college as part of the Philosophy, Mission and Vision of our institution and as a requirement of the curriculum, for the benefit and betterment of the immediate community without seeking any reward in return. The entire process is beneficial in multi-fold measures. The student teachers and in-charge teacher educators are increasingly sensitized from the planning, implementation and evaluation of the activities whereas the recipient community acquires knowledge, gains information and skills to improve their quality of life.**

**The aim and purpose of the outreach activities in our neighbourhood is to create social awareness and impart knowledge in order to help the underprivileged individuals to be sufficiently motivated to be part of the mainstream learning. The target groups are marginalized groups with reference to socioeconomic background and girl children who are mainly children of school going age from the surrounding slum areas and orphanages. The main focus of the program is to create awareness in relation to health and hygiene, environmental awareness, numerical literacy, gender parity,**

social skills, morals and values. Apart from it the school going children are assisted in completing their school related work and provide remedial teaching.

We have, in addition, taken up projects like creating awareness about Bhim app among the adult groups, gender sensitivity an extension activity of the Mumbai University, financial literacy, electoral literacy as recommended by the government and UGC.

Subsequently in doing so our students are sensitized to the needs of their immediate society and a sense of gratitude and appreciation is created within them for the privileges enjoyed. Community work helps our students to enhance their self-confidence, self-esteem, and life satisfaction. The feeling of spending quality time with the underprivileged and doing good for others and the community, provides a natural sense of accomplishment. Since the first activity of the B.Ed program is flagged off using the outreach activities it provides an impetus for strong bonding and sense of commitment towards the opted profession. It inculcates in our students a sense of purpose and they value the teaching profession and realizes the immense service and contribution of teachers towards community building and in turn the nation.

Our efforts have been to ensure the improvement of quality of life among the people, to bring about a certain degree of change and improvement in an individual’s health, wellbeing, and ability to participate in or enjoy life events. The activities conducted for the children by our students focus on areas like being optimistic with a positive attitude, living in the present, understanding what you want out of life, celebrating yourself, loving yourself, appreciating your uniqueness, and then connecting with other people. This in turn leads to the holistic development of the community with respect to the development of the intellectual, mental, physical, emotional, and social abilities in a child so that he or she is capable of facing the demands and challenges of everyday life.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.5

**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**

**Response: 2**

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4 Collaboration and Linkages

#### 3.4.1

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

**Response:** 15.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	12	15	16	14

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 3.4.2

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

**Response:** 25

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

**Response:** 25

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **3.4.3**

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered**

**Response:**

The institution has adequate facilities for the teaching learning process for the theoretical and practical purposes of the curriculum. The class rooms are well ventilated with natural sunlight, sufficient fans and comfortable seating arrangements. Certain classes are ICT enabled with LCD projector and acoustics for smooth content delivery. Our classrooms are well equipped with latest technology like computers with internet facility, projector and speakers which are utilized by the staff and student teachers in daily teaching-learning process, seminars and workshops. Several new technologies used by the teachers are multimedia presentations using spoken tutorials for transacting content in an innovative manner. Our staff use ICT in daily classroom teaching-learning by using Videos, TED talks, documentaries, Digital mind-mapping, Web Quest, G-classroom, Constructivist approach in Teaching-learning, Cooperative learning strategies, Self-learning strategies, flipped classrooms, using Learning objects and other techniques like gallery walk to transact curriculum effectively. Ready adjustment and accommodation to the flexibility and changes in the time table for effective use of classrooms, Computer lab, Library, Playground, multipurpose hall, Multipurpose room, gymnasium and varied equipment are part and parcel of the faculty team behavior. The planning and execution with reference to the infrastructure by the staff are regularly reflected to ensure maximum utilization of resources in a systematic and uninterrupted manner. Internal assessments are also done using computer applications for eg: using Ms Word, MS-Excel for making spreadsheets for marks and using tabulated data for printing the final results. Where ever required the premises are provided with Wi-Fi and direct internet connections. The library is automated and well equipped with books, references and internet surfing for content and research related activities. The air-conditioned computer laboratory has 60 computers with internet connection and LCD projector. It enables the teacher to deliver online/ face to face classes and also students can have hands-on experiences. The Science laboratory shared along with the school has state of art facilities for physics, Chemistry and Biology. A separate Mathematics lab is available wherein, students can prepare, create and develop materials for teaching and learning purposes. A psychology lab with essential equipment as per the curriculum is also made available for the students. A gymnasium for relaxation and physical activities with a large assembly hall adjacent to it for yoga and other activities also **facilitates** the learning activities. Our multipurpose hall is used for conducting several workshops, seminars and talks. The college has a large playground shared with the school for outdoor activities and sports. The students are given opportunities to organize and participate in sports activities and indoor games like carrom, table tennis, badminton chess etc. Our research center has a repository of tools, journals, reference books, work stations and facilities for online e- resources.

Our college is a CAP center for university examinations. The air conditioned assessment cell has 30 computers that are well equipped with the required internet speed and soft wares.

The facilities available are adequate having sufficient capacity to meet the maximum estimated service

for the existing students and for a smooth flow of the curriculum.

<b>File Description</b>	<b>Document</b>
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **4.1.2**

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

**Response:** 100

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

Response: 10

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

Response: 10

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

#### **4.1.3**

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

**Response:** 24.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
8.00	7.75	7.75	7.50	7.20

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

#### **Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software**

#### **Response:**

PCER, Panvel library initially adopted Library Oxygen Software for Library Automation. Since the local software is outdated we have migrated to the latest version of KOHA from November 2021. Koha is an Integrated Library System with a range of features including- Online Public Access Catalogue (OPAC) module which provides a simple and clear interface for library users to perform tasks such as searching for and reserving items and suggesting new items. However, out of the varied features of Koha, our college is using it for handling issues, returns & transfers. Full catalogue module enables library staff to capture details of all library items. It is MARC compliant, and also z39.50 compliant, meaning data entry and exchange will be greatly simplified. The Circulation module fully automates borrowing and item management, integrating with the OPAC so users can see which items they have outstanding.

Koha is designed to work on Linux. It is released under a GNU General Public License (GPL). The benefits of using KOHA are, easy access to information for library staff and users due to effective searching and issuing of items, automation of alerts to remind patrons and staff about, for example, overdue items or arrival of new items, reduced time of processing of library items, due to MARC and z39.50 compatibility. Online supervision becomes possible, reducing the line management responsibilities of senior staff. Library management becomes easier through automated collection of data. Koha brings together library users and staff, as both can see various aspects of the system and can work together more effectively to achieve each user's goals. In general, Koha integrated library management software has among others, basic features needed to run a library. It has the following features:

Web-based circulation interface: can handle issues, returns, transfer, etc. There is no need to install any special software on staff computers once there is intranet in place. It allows management of detailed



information about each patron that registered in the library. Borrower history, comments and tags: patrons can comment/review books, tag them and view their reading history. They can also view their records and make purchase suggestions.

Customisable search: it allows a library to choose the field they want on their search form. For example, a search by author, title, subject, and keywords. There is also an advance search option. It manages overdue fines and overdue notices. This can be sent to patrons via their email address. Koha provides an effective security measure to protect unauthorized persons from accessing the system. For example, registered patrons are required to sign in with their username and password to perform certain functions on the library database.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.2

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

#### **Response:**

Our college provides opportunities for remote access to libraries which are used by our teachers and students as and when required. An initiative of Inflibnet- N List (National library and information services infrastructure for scholarly content) is a part of a consortium for giving access to e-resources to colleges. Our college is sharing this resource with the sister concern. Library users also access free databases like Shodhganga which is a repository of thesis from different universities across India, Shodhgangotri- a Repository that would tell us the trends and the directions of research being conducted in Indian Universities and it also helps to avoid duplication of research., Eric.edu.gov- is an internet-based digital library of education, research and information. ERIC provides access to bibliographic records of journal and non-journal literature from 1966 to the present and lastly, DOAJ- a Directory of Open Access Journals to have access to the articles in all the subjects. These resources were of great help especially during the pandemic for the M.Ed and Ph.D scholars

Mahatma Education Society has also created the repository of digital libraries encompassing thesis, books and journals institutional wise to serve the members of the MES community. Every institution has access to these digital resources as intra-library users. There are a variety of e books made available from subject oriented to fiction and non-fiction. Please Click on the link <https://digitalibrary.mes.ac.in/home>

Our College is using the KOHA library software. Koha is an Integrated Library System with a range of features including- Online Public Access Catalogue (OPAC) module which provides a simple and clear

interface for library users to perform tasks such as searching for and reserving items and suggesting new items. It has a special feature known as Branch relationship: since the software is web based it is easy to borrow a book in one branch and return it in another branch. Since this is in a nascent stage, borrowing through this mode has not yet started.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

### 4.2.3

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

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

**Response:** A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.2.4

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

**Response:** 0.19

**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five**

years. (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.05756	0.17483	0.30997	0.25445	0.17792

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.5

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

**Response:** 5.43

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

Response: 221

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

Response: 149

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

Response: 192

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

Response: 126

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

Response: 214

<b>File Description</b>	<b>Document</b>
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

#### 4.2.6

**Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways**

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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

The entire college is IT enabled with updated computers and internet facilities. The ICT facilities are updated as and when required. The college has two ICT laboratories; the one on the 2nd floor has 60

computers while the other is on the 6th floor with 25 computers. All the computers in both the laboratories, classrooms, offices and library have wi-fi facility with speed of 25 mbps.

The following upgrade was done in all the computers of the 2nd floor laboratory in the month of February 2022: motherboards were changed from 945 to DG41RG, RAM capacity was upgraded from 512 MB to 8 GB, harddisk capacity changed from 40 GB to 256 GB. The operating system was upgraded from Windows XP to Windows 10 64 bit, MSOffice from 2007 to 2016 and keyboards and mouse were also replaced. The capacity of the RAM was increased from 2 GB to 8 GB in all the computers of the 6th floor laboratory in the month of February 2020.

The B.Ed office has 2 computers with a static internet connection, Operating System is Windows 07 and MSOffice 10. It has a printer and a scanner which was upgraded in 2021. It has a portable hard disk of 2TB and a Biometrics machine installed on 7th August 2019. Edurite software is used in the office for dealing with student information (Fees and personal details). Tally software is used for maintaining information related to salary of employees, Income and Expenditure of the college. Biometric is set up to monitor the daily attendance of the employees.

The Principal's office has a computer with inbuilt features, a static internet connection, Kaspersky antivirus software with a 3 year subscription, Operating System is Windows 10-64 bit, MSOffice 2019.

The lecture hall has a computer (OS - Windows 07 and MSOffice 07) with an internet connection and Kaspersky antivirus with a 3 year subscription. The computer is connected to 2 speakers and has 3 microphones. The B.Ed. and M.Ed staff rooms have 2 computers each with static internet connections.

The networking switch was updated from 8 ports to 16 ports in 2021. There are 4 routers with 3 antennas each for long range connectivity. They can handle traffic of 100 users.

The college building is CCTV enabled with cameras installed in all the corridors, classrooms, computer lab, library etc. It is an NVR 32 channel and a product of CPplus. The data backup facility is for 10 days.

The library, apart from being Wifi enabled, uses KOHA software (initially the Oxygen software was used) which helps to keep a track of student attendance in the library and the issue and return of library books.

The college also has a generator for electricity backup to ensure that work does not get interrupted due to power failures

ICT facilities were enhanced this year. The wifi bandwidth was increased. The Oxygen software has been replaced with KOHA. The networking switch was updated from 8 ports to 16 ports in 2021. There are 4 routers with 3 antennas each for long range connectivity. They can handle traffic of 100 users.

<b>File Description</b>	<b>Document</b>
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3.2

#### **Student – Computer ratio for last completed academic year**

**Response:** 1.81

<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3.3

#### **Internet bandwidth available in the institution**

**Response:** 25

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

**Response:** 25

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.4

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>

## 4.4 Maintenance of Campus and Infrastructure

### 4.4.1

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

**Response:** 5.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.36	.75837	2.17	2.54	2.10

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.4.2**

**Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place**

**Response:**

PCER Panvel Library acts as a Central library for B.Ed, M.Ed. & Research Centre. It is automated and has in stock more than 13,000 books in education. The Library also subscribes to all leading educational journals. It has a separate collection of Reference Books (Dictionaries, Encyclopaedias, Biographies, Fiction, and Non-fiction), dissertations and thesis, research tools, maps, charts and CD ROMs. Old question paper files are systematically maintained. Newspapers in English, Hindi and Marathi are also available in the library. Other facilities such as computers with Wi-Fi and internet and a suggestion box are also made available in the library. Students can access the internet facility for availing e-resources and other web-based information.

The library committee looks after the maintenance and functioning of the library. New and latest books are purchased after approval by the Principal on recommendation of faculty and students as per requirement, thus to maintain the proper library collection. The Librarian updates the accession register and withdrawal register on a regular basis after purchase or scrapping of books in the library. At the end of the academic year, library stock verification is carried out and the weeding out process is completed. Overused torn books are sorted out for binding on a regular basis. Students can access the internet facility for availing e-resources and other web-based information. The IT professionals look after the maintenance and updation of all ICT facilities from time to time. The Sports ground is maintained on a regular basis, especially after the monsoon w.r.t. Mowing grass & leveling. Well-equipped Science Labs are shared with the school, Psychology lab, Computer lab, Method rooms, Curriculum lab are available with our institution. Regular repair and maintenance of the laboratories are carried out by lab in-charge and timely inspection is done by the Heads of the institutions.



Library remains open on all working days from 10.00 a.m. to 6.00 p.m. The Library follows an open access system. Books in the library are arranged according to particular subjects for easy access to students. All the books are Bar-coded. The books are issued to all the students, teaching and non-teaching staff through manual and computer systems. Separate issue registers are maintained for faculty members and students. At the time of admission students are issued library cards which remain valid till their final semester.

The librarian along with the support staff, in consultation with the library committee looks after the maintenance and functioning of the library. New and latest books are purchased after approval by the Principal on recommendation of faculty and students as per requirement, thus to maintain the proper library collection. The Librarian updates the accession register and withdrawal register on a regular basis after purchase or scrapping of books in the library. At the end of the academic year library stock verification is carried out and completes the weeding out process. Overused torn books are sorted out for binding on a regular basis. Fire extinguishers are also installed and are regularly refilled. The library is under CCTV surveillance. The central library is systematically maintained by the staff. They focus on the availability and utilization of resources in the teaching and learning process.

File Description	Document
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

**Response:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen
- 10. Toilets for girls

**Response:** A. Any 8 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.3

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

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

**Response:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## **5.2 Student Progression**

### **5.2.1**

**Percentage of placement of students as teachers/teacher educators**

**Response:** 62.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	35	58	22	17

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 7.59

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

Response: 6

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.3

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

**Response:** 12.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	11	10	3	3

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

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

#### **Response:**

The student council complements the teacher's role in maintaining discipline and ensures the smooth functioning of various activities conducted within and outside the college premises.

They help in the planning and implementation of various co-curricular and extra-curricular activities, sports - indoor games and field games as well as the annual sports meet. The institution funds the various activities and no additional funds are required from the council.

The activities of the college are streamlined under different clubs, cells and committees. The college has a clear and well-defined structure for these groups, with a mix of both faculty and student council representation. Regular meetings are conducted by the members fostering collaboration and active engagement among them. A variety of activities are planned by them to develop awareness, knowledge, skill and the right attitude in the student-teachers.

All the student council members are allotted portfolios like academic and discipline portfolios, Practice teaching portfolios, Co-curricular activities portfolios and extension activities portfolios. The student council posts all important messages and information related to these portfolios on common platforms like Google Groups, WhatsApp and Facebook.

The council member ensures that the students get the relevant content on time once the portion is over and also communicates any student grievances related to examination or other areas.

They maintain a channel of communication with internship group leaders of various schools and colleges to ensure the completion of the Internship.

The institution publishes two Newsletters and one Magazine by the name "SPARK" annually. The General Secretary of both batches submit an annual report to be published in the college magazine. The student council encourages the students to contribute articles in these publications in all three languages i.e. English, Hindi and Marathi. The articles are scrutinized and edited by the student editors before being considered for publication.

Council members take an active role in organizing the community work activities. The institution conducts community work in the areas of literacy for disadvantaged children from slums as well as in collaboration with NGOs like Navjeevan Centre, Jeevan Jyothi Charitable Trust, Kalki Chaya, Nirmal Jeevan Charitable Trust. The council members organize teams and ensure equal distribution and effective execution of work.

The council also ensures that cultural values are instilled in the student teachers through various celebrations of cultural events and competitions from time to time. As a part of the various clubs, the council helps in the organization of important national and international days, talks and workshops related to awareness of health, well-being, nature, literature, global issues, women empowerment and so on.

The student council takes note of the grievances of the students through a suggestion box placed near the classroom. This box is opened once a month and discussion on the same is done with the Principal and council in-charge teacher. Necessary action is taken on the raised concerns to satisfy their needs.

The college is committed to providing opportunities for students to develop their skills, knowledge and right attitude thereby fostering the overall growth and development of its students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 18.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	15	19	22	24

  

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The Alumni Association was established in the year 2010, and was officially registered with the Charity Commissioner's Office in 2015 under the name 'Pillai Education Alumni Association'. A new committee was formed with a group of likeminded enthusiastic alumni of the college. The Association plays a crucial role in the development of the institution, with a focus on two key areas: community outreach and capacity building for student-teachers.

In terms of community outreach, the Alumni Association has provided financial assistance to 25 orphan students from the Immanuel Mercy home by paying their academic fees. The Association has also taken a leading role in collaborating with NGOs to provide aid to those affected by natural disasters such as the Kerala floods, and has provided both financial assistance and daily necessities during the recent pandemic. The Association also conducts workshops to raise awareness on various topics and actively participate in teaching street children and providing them with books and stationery to encourage their education.

The members of the Alumni also participate in the community service day celebration; an annual gathering of NGOs organized by Mahatma Education Society.

The association plays an active role in spreading the cheer of the festival of Diwali by encouraging its alumni to contribute funds for the betterment of an old age home in Shantivan. The aim is to fulfill the basic requirements of the inmates and to provide them with a comfortable and memorable Diwali



celebration. They come together to light the home with lots of diyas and decorate it with intricate colorful rangoli patterns, adding to the festive atmosphere.

The members of the association take the initiative to visit the old age home and spend quality time with the inmates whenever possible. They engage in conversation with the elderly residents, listening to their stories, and making them feel loved and cared for. The goal is to create a warm and welcoming environment for the residents, and to show that they are appreciated.

In terms of capacity building for student-teachers, members of the Alumni volunteer their time and expertise by taking demonstration lessons in different pedagogical subjects, providing the student-teachers with a chance to observe real-life teaching practices. This allows the student-teachers to gain a better understanding of how lessons should be delivered in a classroom setting and prepare them for their internship programs.

The Alumni Association recognizes the importance of overall well-being for student-teachers and therefore conducts weeklong sessions on yoga, stress busters, laughter therapy, and meditation. These activities aim to help the student-teachers manage their stress levels and maintain a healthy work-life balance.

The Association also holds workshops on topics such as decorating bulletin boards, career opportunities beyond academics, and life skills. These activities help to enhance the students' overall professional as well as personal growth.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4.2

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**

- 5. **Student mentoring**
- 6. **Financial contribution**
- 7. **Placement advice and support**

**Response:** A. Any 6 or more of the above

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### 5.4.3

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

**Response:** 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	2	3	2

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.4.4

**Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.**

**Response:**

The Alumni Association acts as a supportive network for the college and its students by being actively involved in various initiatives and programs. The Association is an active member of the IQAC (Internal Quality Assurance Cell) and the College Development Committee, and it helps in the implementation of plans made during these meetings.

The Alumni Association takes an active role in the college's community outreach initiatives, which involve reaching out to the surrounding community and engaging in activities that benefit the community as a whole. The members wholeheartedly contribute to the college's literacy drive by helping at various centres. The association also conducts motivational talks and shares their valuable expertise with the student teachers. They take workshops on topics like the benefits of Yoga, Power yoga, Laughter therapy, developing attractive teaching aids etc. and talk on topics like career options after B.Ed., development of soul etc. These sessions aim to equip the students with the necessary skills, attitude and knowledge that they can use to make a positive impact in their communities.

The Alumni Association is an important resource for the college's student teachers, as they provide valuable guidance and support to prepare them for their practice teaching sessions in internship schools. The alumni members are invited to demonstrate their methods of teaching in their subjects to help student teachers understand the intricacies and nuances of teaching. These sessions motivate the students and prepare them mentally to face the challenges of teaching in real-life situations. The members of the alumni also engage in training sessions in co-curricular activities, serving as judges for various competitions.

Apart from their involvement in community outreach initiatives, the Alumni Association actively participates in various academic activities at the college. They participate in and present papers at the bi-annual national-level seminars organized by the college, which highlights their continued commitment to the college and its student teachers. They also contribute articles, drawings/paintings/photographs for the annual college magazine 'SPARK' and research papers for the biannual journal PJERT, which further provides students with an opportunity to learn from the alumni's research and experience, and network with professionals in their field.

By being involved in these activities, the Alumni Association provides a valuable source of support and inspiration for the students and the college community. They play a crucial role in supporting the college and its students. By being actively involved in the college's initiatives and programs, the Association helps to further the college's goals and to provide a supportive network for the students as they pursue their academic and professional aspirations.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission**

**Response:**

The Management as well as the Head of the institution Principal Dr Sally Enos, take care to explicitly communicate the management philosophy and values to the teaching as well as the non-teaching staff, time and again in meetings and activities held throughout every academic year.

The effectiveness of leadership is reflected when the purpose and goals of the programs are transmitted to the stakeholders before the actual commencement of the program. The mission and vision statements and objectives are prominently displayed in the college premises. It is also stated in the prospectus, syllabus book, teachers' log book, and the college website to make them known to the stakeholders.

During the Orientation program at the commencement of every academic year, the Principal orients the student teachers on the mission, vision and values of the college. Teacher educators reiterate the mission and vision of the institution often during the teaching-learning process. The mechanism followed keeping in mind the vision and mission statements of the institution are based on threefold outcomes. The mission of PCER is reflected through its purpose and values which is implemented through the curriculum transaction. We strive to see our student teachers compete inwardly, understand the truth and the reality outside and complete their course as evolved personalities to face the challenges of the profession and life.

A percolating mechanism is used to ensure clarity and consistency in the flow of information. Inter and Intra institutional meetings and institution-specific meetings provide input for further transmission of the institutional policies, values and roles to be executed by the teaching and non-teaching staff. The Management and the Principal believe in hands-on management, particularly walk-around management. They encourage open communication and an open-door policy to help in honest communication of ideas, problems and difficulties encountered in the working of the institution. This policy goes a long way in the proper functioning of institutional processes and solving problems as and when they arise.

During the meetings, responsibilities are assigned to the different staff members based on their capacity, interest and personal strengths.

The teaching and non-teaching staff are motivated by the Management and the Principal to fulfil the responsibilities undertaken by them. Problems are heard out and a problem-solving attitude in the true spirit of cooperation and shared responsibility is cultivated at every level.

Duties and responsibilities are clearly defined and communicated to the people put in charge of them through meetings, notices, messages, circulars and e-mail.

Management representatives take part in the regular meetings of the College Development Committee and valid information and updates are made available for Management approval, by the Head of the Institution. The Principal is given the decision-making authority in the smooth functioning of the institution. This creates an environment that facilitates growth and development. Our USP is, advance planning and sharing the schedules with the stakeholders to ensure a better synchronized and coordinated execution of the activities. This helps in inculcation of discipline and values among staff and students.

<b>File Description</b>	<b>Document</b>
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

The Management and the Principal believe in hands-on management, particularly walk-around management. They encourage open communication and an open-door policy to help in honest communication of ideas, problems and difficulties encountered in the working of the institution. The purpose is to distribute responsibility among the members, empower group members, and aid the group's decision-making process.

The prospective plans and academic schedules are chalked out systematically with the consensus of the stakeholders, mainly teachers and students. This policy goes a long way in the proper functioning of the institutional processes and solving problems as and when they arise. The IQAC of the college is active and helps in formulating the action plans as per the discussions in the meeting. The teaching and non-teaching staff are motivated by the Management and the Principal to fulfil the responsibilities undertaken by them. Problems are heard out and a problem-solving attitude in the true spirit of co-operation and shared responsibility is cultivated at every level. During the meetings, responsibilities are assigned to the different staff members based on their capacity, interests and personal strengths. Duties and responsibilities are clearly defined and communicated to the people in charge through formal and informal meetings, notices, messages, circulars and e-mail. Total freedom is given to the staff to use their creativity, resources, and experiences to help them meet their goals. Each individual takes up responsibilities and exhibits leadership qualities in executing the given task to completion.

Regular meetings of the IQAC ensure that valid information and updates are made available to the

Management, by the Head of the Institution. This also helps in periodic review of the activities of the institution. On the basis of the structural framework of the academic calendar, the activities are planned and executed. IQAC meetings/Staff meetings/ help us to plan all the institutional activities throughout the academic year without many glitches.

Our institutional programs are executed on a decentralized approach. Every activity and program is headed by the convener and in turn, they form a committee of staff and students. Before the execution of any activity, the plan of action is prepared by the committee and placed before all teaching staff for discussion. Inputs and suggestions are incorporated and the date, duration and mentor-mentee groups are decided and the mentor of the small groups takes up the procedure till the end. During the ongoing process of the activity the teachers share, discuss and report the challenges and agreements and make efforts to execute and complete the activity effectively. Students are made to reflect on the pros and cons of the performed activity in the form of activity outcomes. In this way, every teacher becomes responsible and is in the know-how of the activity executed at a given time. The students are given responsibility under the tutelage of the teacher in charge to exhibit their leadership qualities. This, creates a sense of ownership, and pride and encourages one and all to be qualitatively more productive. The smooth flow of academic activities and establishment of strong connections with our students throughout the year reflect a high degree of coordination, communication, and cooperation among all. Our USP-Communication, Coordination, and Cooperation.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

#### **The institution maintains transparency in its financial, academic, administrative and other functions**

##### **Response:**

**All financial** transactions are done through online mode and relevant information is made readily available for the management and students. Monthly reports are prepared and along with the bank statement, it is made available. The administrative office maintains the accounts using tally Erp-9 and the fee collection records are maintained through an in-house software Edurite which is monitored by the chief finance officer. The internal audit is carried out and all voucher payments are tallied with the cash and bank entry.

**The academic** execution is carried out only after discussion, and planning with the teacher-in-charge, staff and the students' Council. Every decided activity is declared before the students and individual feedback or group feedback is given after the completion of the program. All activities are designed and accommodated in the timetable scheduled for the students' and teachers' knowledge. Sharing the

schedule at least 15 days prior to the commencement of any activity is our USP and it helps the teachers and students to plan, prepare, proceed, clarify and take necessary timely actions for all activities. The participative decision-making approach encourages the involvement of stakeholders in planning programs, analysis of problems, development of strategies and implementation of solutions. The student council is elected in a democratic manner. Our college student council is very active in the planning and execution of the college-level activities.

IQAC works on the program schedules to be incorporated each year which in turn is expressed in the staff meeting and the teachers relate the same to the student council and other student committees. Once the teacher-in-charge and the committee take over the execution and strategies are worked out within the group. Freedom to express thought and ideas are encouraged and it helps in quick decision making and incorporation of change amicably.

At the institutional level execution of the B.Ed and M.Ed program is carried out by the committees selected for various purposes like examination, practice teaching and internship, fieldwork and extension activities, community work, Cultural activities, Sports and indoor games.

**Administrative:** The management and the Principal follow an open-door policy and are approachable in all situations. Management encourages and provides a platform at the national and international level and shares the information with all heads of the institution for further percolation. Our management executed a tie-up with Google which was offered free to all teachers and students. This platform enabled us to implement activities during the pandemic more or less like the regular mode in a democratic manner. Mahatma Education Society’s tie-up with Coursera also gave us easy access to free Coursera certificate courses for all teachers and students. This enabled the staff and students to attain additional credit points. A decentralized approach is created to share in the decision-making process by participating in activities such as setting goals, determining work schedules and making suggestions.

The members of the committee decide together the planning, execution and evaluation of the program. After the completion of the task, the committee reviews the strengths and weaknesses and the Principal appreciates their successful teamwork. The guidance, moral support and continuous encouragement from the management and the Principal enable the various institutional committees to work as a team keeping in mind the motto, *purposive education towards quality enhancement*.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed**



## Response:

Our institutional strategic plan is systematic and well-placed in the academic and administrative set-up. Pre-During-Post activity discussions are carried out within their respective committees/ clubs/ cells. The basic framework followed is **Purpose – Plan - Perform - Evaluate – Feedback -Review- Revise (if required)**. This strategy is deployed in all activities carried out under the teaching-learning process. The broad areas are Examination, Practice Teaching, Community work, Cultural activity/ Co-curricular activity, creating learning resources, Research projects/ Preparing time tables/Publications/ Theory/ Value added and self-study courses.

COMMUNITY WORK is executed at the onset of the B.Ed program. This is a strategy to involve students, know their classmates and encourage them to connect with the course. It also enables the teacher educators to understand the students' inherent capabilities at the beginning.

**The purpose of Community work is to** sensitize student teachers regarding the need to extend quality time to the underprivileged.

- **Plan:** The College committee brainstorms and identifies the community centres where our new batch of students can be placed. The security and authenticity of the place and nature of work carried out by the NGOs are scrutinized and finalized. Time schedule is prepared and the students are grouped according to their proximity to the selected community centre. Community centres located in and around the institution are identified for this purpose. The students are given collective orientation about the institution, share the content to be executed and are briefed on the values, mission and vision of our institution. Since the students are fresh entrants to the course, their contribution to the initial decision-making is very minimal.
- **Perform:** The task is to cater to the underprivileged children/ Children with special needs/ Shramdaan etc. as per the age-related curricular and non-curricular activities suggested by the NGOs. Total flexibility is given to the student teachers to use their creativity and acumen while executing the task. Every group is monitored by the teacher in charge of the respective groups. The student teachers are aware they are remotely monitored and given moral support wherever required.
- **Evaluate:** The students share their experiences in the classroom and express the need for more such hands-on opportunities. and the work completed by the students is assessed qualitatively. They are introduced to maintaining a record book with daily reflections on the time spent with the inmates and the benefits reaped. The sharing and discussions help in removing unwanted fears and apprehensions in the minds of the students.
- **Review:** The exposure to such an activity helps our student teachers to understand the need and ways to cater to diversified group requirements, sensitivity towards the less privileged children, develop techniques to handle children from various age groups, improvise teaching materials creatively etc. The student teachers gain confidence, open up and become more committed and communicative to the training program. The feedback from the students is very encouraging regarding the scheduling of this activity at the onset of the program. Above all our vision-mission statements of developing a socially responsible and competent teacher find their initiation from this activity onwards
- **Revise:** The students' feedback was positive with no added suggestions for modification, there was no requirement for a change in the strategic plan used for this task.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2.2

**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

### Response:

The overall requirement of the development and quality assurance of Mahatma Education Society is planned and discussed by the Board of Management of Mahatma Education Society(Governing body) which is translated to the heads of the institution's meetings collectively or section-wise. This in turn is taken up in the Local managing committee, IQAC for planning execution of the input received in a feasible manner. This is discussed and planned more minutely area-wise in the staff meetings by the Principal.

The institutional needs, be it infrastructural, facilities, services, finances, and human and material resources the management makes it available on request. Under their able guidance, moral support and continuous encouragement, various institutional committees work as a team keeping in mind the motto, *purposive education towards quality enhancement*.

Institutional functioning is governed by the ethos and policies of the society. The institution has adapted its policies and practices to accommodate the online and offline modes of work and has allowed for flexible working hours and days. Regular meetings with the Management bodies, College Development Committee, and Conduct Monitoring Committee have allowed for necessary changes to be made as the situation evolved. The appointments of new teachers were made as per the State government and affiliated University rules. The service books of the staff are maintained and updated, and codes of conduct for students, teachers, and non-teaching staff are in place based on the institution's vision, mission, and objectives. The students' code of conduct is incorporated into the syllabus and shared with them through online orientation sessions. communication channels were maintained through various means, such as WhatsApp, email, phone calls, and videoconferencing.

The service rules with reference to leave were not fully applicable due to the pandemic and online mode of work. Flexible time and days of work offline/ online mode was permitted. A regular meeting with the management body enabled in making of necessary changes as per the situation. No appointment was made during this academic year. The service books of the staff are maintained and updated. The code of conduct for the students, teachers and non-teaching staff is in place based on the vision, mission and objectives of the institution. The students' code of conduct is incorporated in the syllabus, uploaded in the G-classroom and was also discussed through online orientation sessions. Even during the complete

lockdown the system of transfer of information was carried out very systematically through WhatsApp, email, phone calls and videoconferencing. The institution's administration structure, from the principal to the teaching and non-teaching staff and student council, is well-maintained. Our student council is very active. Teaching staff, mentor and share their task portfolios with the students ensuring that its policies and practices align with its goals. The sequence of administration is well maintained from the Principal to the teaching staff, non-teaching staff and Student Council (wherever applicable). The teaching staff as per the mentor-mentee or as a portfolio in charge would share the information and course of action with the students. Despite the challenges posed by the pandemic, the institution has been successful in maintaining effective communication channels. This includes the use of various forms of technology, such as WhatsApp, email, phone calls, and videoconferencing, to ensure that information is transferred efficiently and systematically.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.3

#### **Implementation of e-governance are in the following areas of operation**

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

**Response:** A. Any 6 or more of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.2.4

**Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.**

**Response:**

Some decisions are taken through meetings and at times it is done impromptu depending on the urgency and utility value of its implementation. During the pandemic the decisions were situational and the activity was related to online mode. The curricular activities and distribution of course content and portfolios are carried out after the planning in the staff meetings which are minuted. Apart from this, we have various clubs and cells that function beyond the curriculum with the help of their respective committees. All these committee meetings are minuted and passed by the members. The effectiveness of the activities is read in the following meeting with suggestions and recommendations, if any. The reports of the action taken based on the minutes of various clubs like Nature Club, Well-being Club, Literary Club and Global Citizenship Club are uploaded on the website.

The activities are planned through various meetings with the area-specific committees during the academic year to generate the strategy for the delivery of the curriculum in the best possible manner. Subject allocation to the different teachers, chalking out the annual calendar, requirement and availability of different resources, their allocation and manner of utilization, teaching practice, schedule of lesson observations and various activities for the teaching of B. Ed and M. Ed courses, are all deliberated and decided in a democratic manner. This paves the way for the smooth functioning of the institution and optimum utilization of material resources as well as human resources. The respective committees are responsible for the planning, organization, implementation, evaluation and review of the portfolio they are in charge of. The Principal takes care that the curricular, co-curricular and extra-curricular portfolios are fairly well distributed, coordinated and effectively organized before its implementation. A pre-activity meeting is taken to make the plan of action known to each staff and a SWOC analysis in the post-activity meeting is taken to review the program and the strengths are applauded. The strategy to avoid the hurdles in the future is discussed and strategized. After every three years, the portfolios are redistributed thus providing an opportunity for the teacher educators to be part of various tasks and responsibilities. This builds confidence and leadership qualities among all.

One such decision based on the minutes of the meetings of IQAC is as described below-

Through IQAC committee decisions taken and recorded in the minutes, emphasized the need for looking into the career advancement scheme of three teachers. The files were prepared and based on the committee sent by the university the CAS for three teachers were forwarded to the university for further processing.

The minutes of the meeting of IQAC suggested the addition of a new value-added certificate course on Drama and Art in Education. The IQAC members agreed saying that the NEP 2020 has also emphasized integrating art with school teaching. Students need to be trained in this aspect. A team was formed to discuss the structure, duration and create the course content and brochure for the same. It was decided that the IQAC members could review and finalise the details of the course and the date of introduction.

<b>File Description</b>	<b>Document</b>
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

#### **Effective implementation of welfare measures for teaching and non-teaching staff is in place**

#### **Response:**

A lot of emphasis is placed on the professional development of our faculty. The management and Principal provide support and encouragement for attending seminars, conferences, and courses to update their knowledge and skills.

The Management provides facilities like a Wi-Fi-enabled staff room, good infrastructure, updated learning resource centre thus ensuring an ambience that is conducive to improving the effectiveness and efficiency of the institutional processes. Monetary support, as well as moral support, is readily extended to the staff in carrying out the work of the institution efficiently. This is seen by way of financial support for conducting workshops, seminars, etc. that benefit the learning experience of the staff and student teachers. Similarly, management provides a free hand to develop professionally and encourages the teachers to attend workshops, seminars, orientation programmes, refresher courses, certificate programmes, undertake research work, etc. is readily extended. The college has its own magazine, Journal, news-letter and seminar proceedings providing opportunities to the staff to organize, assimilate, disseminate and publish articles in various forms. The cost of printing and publishing is borne by the Management.

Teaching and non-teaching staff are felicitated by the Management on the occasion of Teachers' Day, recognizing and appreciating the efforts of the institution and staff. Teachers who have completed their doctoral work are also felicitated by the Management every year, on the occasion of Teachers' Day.

Management provides common platforms in the form of a Research Forum, Community service day, Talent search programme (Uber Rang), Inter-institutional sports and games, MES – Gmail connection, and expert talks on various topics providing sufficient opportunity to interact, share, know and grow. Various inter and intra-institutional programs, like the Alegria – The Festival of Joy are organized by the management to ensure holistic development of the staff from the point of view of academic/ professional development, wellness and health.

The institution has taken steps to provide training to staff to familiarize them with various aspects of

online teaching during the pandemic. Providing access to online courses on platforms like Coursera is a great way to ensure that faculty and staff are up-to-date with the latest developments in their respective fields. Facilities for online sessions and opportunities for free training sessions on the use of devices for online mode were ensured. Faculty members were encouraged to take training or certification courses of their choice during their free time, online or after college hours. The faculty members who wish to participate in conferences/ workshops as resource persons or as paper presenters are permitted duty leave. The institutional tie-up with Google helped in hassle-free teaching and Coursera enabled our faculty to register for certificate courses and complete the same. The institution provided opportunities for enrichment programs, wellbeing and Yoga and academic development of the teaching staff. During the post-pandemic sessions, contactless sanitiser and hand-wash facilities were provided for all staff. The non-teaching staff was given monetary help for the first and second doses of the vaccine and free medical check-ups. During the pandemic, the excessive leave taken by the staff was waived. The teaching and non-teaching staff could wholeheartedly and freely contribute towards the working of the institution during the trying times because of the cordial and responsible decisions taken by the management and the administrative staff of the institution.

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.2

**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**

**Response:** 100

**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
9	11	8	13	15

<b>File Description</b>	<b>Document</b>
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Certificate of membership	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.3

**Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 31

**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	7	8	8	7

<b>File Description</b>	<b>Document</b>
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.4

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

**Response:** 51.79

**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	6	7	7

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.5**

**The institution has a performance appraisal system for teaching and non-teaching staff**

**Response:**

- The educational institution has established a comprehensive mechanism for the evaluation of both its teaching and non-teaching staff. This evaluation process is crucial for maintaining and improving the quality of education and administrative services provided within the college. The system employs a 360-degree feedback approach, which involves feedback from various stakeholders, including self-assessment, input from students, peer feedback and feedback and assessment by the Principal.
- The student feedback is taken formally in this process, students are provided with a structured questionnaire that encompasses different aspects of their experience with the teaching and non-teaching staff. These aspects are broadly categorized into three areas:
  - Classroom teaching: Students assess the quality of instruction, teaching methods, clarity of communication, and overall effectiveness of the teachers in delivering the curriculum.
  - Guidance/ Mentoring: This section assesses how well teachers provide guidance and mentorship, not just in academics but also in personal and career development.
  - Supervision of activities. Here, students evaluate how well teachers observe and provide feedback on their lessons and other activities.
- Students are also given the opportunity to provide additional comments or suggestions anonymously, creating a safe space for honest feedback. Such evaluation helps in the



implementation of healthy educational practices in the College. Students get to voice their real opinions freely, without having to worry about negative repercussions. Teachers get to know their own strengths and weaknesses and can enhance their performance and reduce their weaknesses. The information gathered is evaluated and discussed with teachers and suggestions are provided for improvement.

- The self, peer and principal feedback teacher-wise is done in an informal manner on a one-to-one basis. While student feedback is formal and anonymous, the feedback for teachers is collected informally through one-on-one discussions. Teachers receive feedback from themselves (self-assessment), their colleagues (peer assessment), and the principal. These assessments are used to gain a more holistic understanding of a teacher's performance and contributions. The feedback received is collated and a report is prepared and shared with the teaching faculty.
- The non-teaching staff is also evaluated using feedback from students. This process is administered through Google Forms, which are distributed to students at the end of the academic year. Students are asked to assess the interpersonal qualities and interactions of non-teaching staff. The collected feedback is analyzed, and the findings are discussed with teachers. Specific suggestions for improvement are provided, contributing to the implementation of healthy educational practices within the college.
- This appraisal system helps in providing a platform for the student teachers to voice their opinions and experiences freely. Teachers gain valuable insights into their strengths and weaknesses, allowing them to enhance their teaching methods and address areas of improvement. The non-teaching staff also receive recognition for their contributions, and any areas for improvement are addressed. The feedback system fosters a culture of continuous improvement within the institution, ensuring that it adapts to evolving educational needs.

<b>File Description</b>	<b>Document</b>
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution conducts internal or/and external financial audit regularly**

**Response:**

Yes, a two-fold financial audit is done on a regular basis. The institution conducts both internal and external financial audits regularly to ensure transparency and accountability in its financial operations.

The internal audit process:

**Data collection:** The institution maintains detailed financial records using software like Edurite and Tally 9.0, recording student fees and daily expenditures. The source of our institutional funding is through the fees of the students. The details of the students and their payment details are entered in the software Edurite. The office personnel collect petty cash through requisition and voucher from the main office. The office staff enters the receipt and expenditure in the software Tally 9.0 on a daily basis.

**Regular monitoring:** The main office staff routinely monitors transactions for accuracy and compliance with financial policies. The transactions are checked regularly towards the end by the main office.

**Year-end Compilation:** At the end of the financial year, the internal auditor reviews the balance sheet and financial records. These details are given to our internal auditor at the end of the financial year.

**The internal audit report:** The internal auditor prepares an audit report highlighting findings and submits it to the external auditor. The internal auditor after checking the details of the balance sheet sends the audit report to the external auditor for approval, stamp and signature.

**External Audit Approval:** The external auditor reviews the internal audit report, approves it, and adds their stamp and signature.

**Objection resolution:** Fortunately, there were no objections raised during the audit, ensuring a smooth process.

External Audit Process:

**Audit Review and Verification:** The external auditor reviews the internal audit report, financial statements, and supporting documents. They verify the accuracy of financial transactions and compliance with accounting standards and legal requirements. The audit report is prepared by the external auditor which is signed by the Principal to confirm its authenticity.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4.2

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

**Response:** 0.08

**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.13430	0	0.07510	0.10570	0.10800

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4.3

**Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**

**Response:**

Fund Mobilization is effectively carried out through our Mahatma Cooperative Credit Society Limited a registered organization since 1996. A small contribution as savings is deposited by the employee every month which in turn has built a substantial Corpus amount and the members can withdraw the money deposited whenever required. The interest derived from it every year is shared as dividends to the contributing employees. The amount collected is utilized to provide loans to the needy employee. For the last 17 years, the Mahatma Co-operative Society Limited has been awarded an A grade by the government auditors. This strategy has been successful and gives confidence to move forward. Apart from this the institution has a fixed deposit amount as a reserve fund and Endowment fund for the B.Ed and M.Ed programs.

By carefully planning and managing financial resources, our institution ensures that the necessary resources are made available to achieve the objectives. Implementing a budgeting and financial planning

process ensures that resources are allocated to the most critical areas of the organization. Regular assessments are conducted by the management bodies and principals to identify areas where resources can be better utilized or where new resources are needed. Investing in staff development and training to ensure that employees have the skills and knowledge necessary to effectively use resources and achieve organizational goals. Developing partnerships and collaborations with other organizations to leverage resources and maximize impact. The organization has developed a comprehensive plan to ensure that it has the necessary resources to achieve its goals and objectives and that these resources are being used in the most efficient and effective way possible.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies**

**Response:**

The curriculum planning cell and college development cell along with the IQAC propose and plan several activities to suit the online mode of teaching. The institution organizes seminars, workshops and Webinars every year as part of a quality initiative on varied themes to promote knowledge and skills in the staff, students, non-teaching staff and alumni. The Principal and staff attend several workshops to create interactive and interesting teaching-learning strategies. We were able to train students for online internships. Workshops were conducted on Online Teaching-Learning and formative Assessment Techniques.

The curriculum planning committee ensured that teachers and students were motivated to make use of the lockdown period to upgrade their professional skills and knowledge. MES had a tie-up with Coursera and overall more than 230+ self-study courses were completed by the teachers & the First-year and Second-year students of B.Ed. & M.Ed.

The IQAC's contribution during the pandemic was commendable. Owing to the sudden lockdown due to Covid situations and the uncertainty of reopening immediate mid-term correction was done and the lectures were immediately shifted to an online mode of transaction. The committee also suggested the development of digital skills to combat the situation. To improve the digital skills of teacher educators and student teachers, webinars on online teaching tools were conducted. All teachers underwent training in the use of digital modes in teaching and assessment and they in turn trained the student teachers.

Teachers and students were quick in comprehending and accepting the new mode of teaching-learning. Every teacher became tech-savvy and was able to conduct lectures using the G-meet platform and operate the G-classrooms independently. There was a total e-governance in the teaching-learning area.

Although the appraisal system for teaching staff was in place, the institution started the appraisal and analysis of the non-teaching staff. The evaluation was done by the students of the academic year. Programs and workshops were also conducted for them. It is important to assess and evaluate the effectiveness of the teaching-learning process and make the necessary changes.

Overall the Curriculum Planning Committee and IQAC together have brought about substantial and visible improvements in the quality enhancement process of the institution.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5.2

### **The institution reviews its teaching-learning process periodically through IQAC or any other mechanism**

#### **Response:**

The Curriculum Planning Committee along with the IQAC, reviews and suggests improvement and enhancement of the teaching-learning process. The committee provides the framework for planning course subjects and activity portfolios for the academic year. Inputs are also given regarding the conduct of the internship and research. IQAC analyses the outcome of the planning and implementation strategy for further improvements if required.

**Outcome-based learning:** The mentor-mentee meetings keep track of the student performance and absenteeism and the respective teachers in charge monitor the outcome in the areas of extension activities, academics internal assessments, practice teaching, research and self-study courses. The library usage by the students is also monitored and they are encouraged to take up self-study courses.

**Results:** Academically we have maintained high standards with a 100% pass percentage both in B.Ed and M.Ed programs. We have been able to secure the top positions in the university rankings even during the pandemic. This shows that the quality of teaching and training was not compromised in any situation. The semester-wise results of the students within any academic year also show incremental upward growth.

**Placements:** The quality of our students completing the course is also reflected by the percentage of

campus-level placement. About 60% of our students secure a job even before the completion of the program.

**Competitive exams:** The strategic planning provides sufficient opportunities within the course to imbibe values, develop confidence and acquire skills and knowledge to face interviews, and attend competitive exams like CTET/ NET/ SET. About 10% of the class managed to clear these exams during the course itself. This also is an indicator of the quality of education provided in our institution.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.3

**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

**Response:** 55.6

**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
68	46	43	51	70

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.5.4

**Institution engages in several quality initiatives such as**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**
- 4. Collaborative quality initiatives with other institution(s)**
- 5. Participation in NIRF**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Supporting document of participation in NIRF	<a href="#">View Document</a>
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

#### 6.5.5

**Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives**

**Response:**

**Digital literacy:** The digital usage and knowledge of the teachers have shown positive growth and our teachers also became trainers for ICT to school teachers and alumni. Teachers and students are trained to effectively navigate, use, and communicate with digital devices, technologies, and information. It encompasses a range of skills and knowledge, including the ability to use digital tools and platforms for communication, collaboration, creativity, and problem-solving.

**Research upgradation:** Research upgradation aims to improve the scientific knowledge, skills and methods used in research. In the post-first cycle, we enhanced our research skills and completed minor research projects funded by the university. Teachers have published research papers in UGC care journals and organized and attended workshops and colloquiums in research. We have compiled the research tools prepared by our students a teachers and published two volumes with ISBNs. This is an added achievement. Four teachers completed the ARPIT certificate course in research methodology. Continuous acquisition of research knowledge and training of research scholars has enabled us to confidently guide our research scholars. Students are encouraged to publish their research papers in peer-reviewed journals. Post-first cycle our PhD centre was instrumental in the successful completion of the doctoral degree of 15 students. Currently, 15 students are pursuing their doctoral degree from our PhD centre under the guidance of three qualified guides.

There has been an incremental increase in the **MoUs signed** with other organizations. Every year minimum of two functional MoUs have been established. In the first cycle, we had zero MoU and now we have been able to collaborate with more than twenty organizations and formally establish functional MoU.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements**

**Response:**

The policy statements of the institution regarding energy and electrical appliances are in place. The institution ensures that all members are aware of and comply with energy policies and procedures. We have done the energy audit and electrical safety audit for the last three academic years to identify areas where energy can be conserved. It has been our constant endeavour to practice as well as inculcate the values and practices that are eco-friendly and energy-saving. More energy-efficient measures involve regular maintenance and upgrading of lighting systems electrical and computer appliances.

Every year we emphasize the awareness and attitudinal change in our students who in the future as teachers will be able to multiply the message of environmental consciousness. We encourage our staff and students to adopt energy-saving behaviours such as turning off lights and fans when not in use using computers in energy-saving mode and reporting any form of energy waste. The college has energy-saving devices like LED bulbs placed on the campus, and signages regarding prudent use of the devices are displayed wherever required. Care is taken to prudently use the available energy resources. Contingency plans for power outages and emergencies are in place including generators and backup power systems. Emergency preparedness in the form of Generators is in place in case of emergency like the disruption of energy and load-shedding which is on every Tuesday in this locality. Back-up USB and inverters are also provided to ensure saving of data and backup. Air conditioners are placed only in select areas and used prudently. Our actions are towards mitigating the environmental impact of energy usage by reducing the greenhouse gases emitted by air conditioners. There is a perpetual endeavour by the institution to ensure that the energy policy complies with local, regional, and national regulations and standards

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 7.1.2

**Institution has a stated policy and procedure for implementation of waste management**

**Response:**

We have prepared the policy statements regarding procedures for waste management.

Awareness and practice among our students regarding waste segregation at the individual level, at home and at college were conducted through nature club activities. Students are encouraged to segregate the wet and dry waste at their homes. The college offers a system for creating compost fertilizer using household-generated wet waste. Students and teachers collect the wet waste from the canteen kitchen and from flower/ vegetable vendors in the surrounding and add it to the compost pit in the college. Regular care and attention are given to this process. This waste is later transferred to a composting pit and mixed twice daily. The compost generated is used for gardening and is distributed to students and faculty of the college if needed.

The Students are given opportunities to recycle/ reuse dry waste like paper, plastics and e-waste. Paper bags were prepared and distributed to the surrounding women vendors. Plastic bottle bricks filled with plastic bags and packaging that cannot be recycled is an interesting project carried out by the students and teachers this year. This enabled us to create a useful environmentally-friendly item.

Electronic waste- E-waste or Electronic waste is any electrical or electronic equipment that's been discarded. This includes working and broken items that are thrown in the garbage, their components, consumables, batteries, parts, and spares. Such items were collected by our students from their homes and vicinity and brought to our college on the designated day. This year almost 325 Kg of e-waste was collected for recycling it into useful products. e-waste received will be handled & disposed off as per the guidelines set by the E-waste management rules of the Central Pollution Control Board at their registered facility managed by Samarth Bharat Vyaspeeth and Thane Municipal Corporation.

Plastic recycling: In collaboration with Samartha Bharat Vyaspeeth, PCER is actively involved in recycling different types of plastics. Every month a plastic collection drive is conducted by SBV and messages are circulated pertaining to the location of the collection of plastic waste. The collected plastics are gathered and segregated in the workshop located in Thane. Based on the type of plastic, the waste is accordingly sent for recycling.

Plastic-Reuse: Ecobricks offer a solution to our plastic problems. In an effort to repurpose plastic waste, students from PCERP have created eco-bricks, compacting all single-use plastic bags and wrappers into disposable plastic PET bottles. These amassed bottles are then assembled together to make different pieces of furniture items.

In conclusion, our institution is instrumental in creating awareness and action towards zero waste management.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.3

**Institution waste management practices include**

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.4

**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### 7.1.5

#### **Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment**

##### **Response:**

Our college is very vigilant when it comes to providing and maintaining proper hygiene and sanitation facilities for our student-teachers and faculty. Separate gents and ladies washrooms are available on each floor of the campus and cleaned daily at regular intervals. Each washroom has a mirror, proper functional taps and wash basin. Staff washrooms are available on each floor which are regularly maintained and cleaned at short intervals. Clean drinking water with a water purifier attached to each cooler is available on each floor. There is a first aid kit for the staff as well as for the student-teachers of our college. There is an on-call doctor facility too.

During the Pandemic, contactless washbasins and sanitizers were installed at the main gate, office entrance, library and the Principal's office. Staff members strictly followed the safety rules. Regular fumigation is done for the purpose of disinfecting and destroying pests. Disinfectants are also sprayed regularly to avoid insect-borne diseases. Green audit is conducted in the campus with physical inspection of the campus, observations, review of documents and interviews with stakeholders.

<b>File Description</b>	<b>Document</b>
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.6

#### **Institution is committed to encourage green practices that include:**

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

**Response:** B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.7

**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

**Response:** 2.31

**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.09	0.748	0.55325	0.73335	0.50278

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.8

#### **Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.**

#### **Response:**

Our first step is to create awareness and the right information among our students followed by training and instructions to disseminate the acquired knowledge to the community.

The commitment to community work at our institution is deeply rooted in addressing the specific needs of our immediate surroundings. We have been able to contribute our time towards teaching and engaging children from four NGOs. Our approach to community engagement has been multifaceted. We have organized sessions led by student teachers, teacher educators and alumni aimed at enhancing the grooming, study habits, and basic language skills of the children from these NGOs. These sessions have been met with enthusiastic participation and appreciation from the community. We have focused on collaborating with four different non-governmental organizations to engage with and educate children in our area. To ensure the sustainability of these efforts we have formalized our commitment through Memoranda of Understanding. (MoUs) with these organizations outlining our ongoing partnership.

Our students embarked on a valuable journey by visiting the special education college nearby which in turn has taken sessions to sensitize our students about special needs children like Autism, Learning disabilities etc. Our students also spent valuable time with the children of special schools with mental challenges helping them in their school activities along with their teachers. This exchange of knowledge has enriched our students' perspectives and equipped them to be more inclusive and empathetic community members.

Although it was not very easy to convince to continue interactions with the community due to the pandemic, the college put in efforts to leverage the available opportunities, time and resources. Despite the challenges posed by the Covid-19 our institution has remained committed to community engagement. Through our partnership with NGOs, educational visits, awareness campaigns and environmental initiatives we have continued to make a positive impact on our immediate surroundings.

In addition, Street plays to create awareness on Gender parity were scripted and performed at the college level, because permission was not given for local gatherings. We have actively engaged our students in environmental initiatives. They have taken up roles as ambassadors for change by being part of and spreading awareness about crucial issues such as e-waste management, wet and dry waste segregation,

use of cloth and paper bags, reuse of plastics by creating eco-bricks, used oil recycling and energy saving eco-friendly actions. These initiatives not only contribute to environmental sustainability but also empower our students to be responsible and environmentally conscious citizens.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.9

**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

- 1. Code of Conduct is displayed on the institution’s website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

**Response:** B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution’s website	<a href="#">View Document</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe at least two institutional best practices (as per NAAC format given on its website)**

**Response:**

BEST PRACTICE-1

Title of the Practice:Community Interface

Please click the link to view as per NAAC FORMAT: <https://pcerpanvel.ac.in/wp-content/uploads/2023/09/Community-interface-Best-Practice-1.pdf>

BEST PRACTICE-2

Title of the Practice: Environmental Consciousness

Please click the link to view as per NAAC FORMAT: <https://pcerpanvel.ac.in/wp-content/uploads/2023/09/Environmental-consciousness-Best-Practice-2.pdf>

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Performance of the institution in one area of distinctiveness related to its vision, priority and thrust**

**Response:**

Our institutional performances are appreciated and applauded by the stakeholders due to our distinctive feature of SOUL-Service Oriented Unconditional Leadership exhibited in all areas at the academic and managerial levels. We believe that our actions reflect our priorities placed on serving others, providing unwavering support, and nurturing personal and professional growth. We create an environment of trust,



empowerment, and shared values, ultimately leading to the success and well-being of our team and organization. Our priorities are in the area of creating selfless leaders, fostering innovations, collaborations and value creation aligned with our mission, vision, PLOs, CLOs and the new NEP 2020. We lead by example and demonstrate values to be exhibited by the team members. During the pandemic year, the University created clusters for the smooth execution of the semester-end examinations and as an appointed Lead College, we were able to exhibit leadership quality, to monitor, supervise and conduct on behalf of the university the online semester-end examinations for the cluster of teacher education colleges in Navi Mumbai. This fostered collaborative thinking, implementation and accomplishments. Upholding the collective needs of the colleges we were successful in establishing a positive connection with other colleges and exhibiting innovations, collaboration and value creation. We work towards solutions that are beneficial for all the stakeholders. This may necessitate certain adaptability and flexibility in our approaches, responsibilities and changes in the planning and implementation of the task. We believe that different team members have their unique needs and respond to challenges differently; hence we follow a transformational and situational leadership style to accommodate these differences.

We give freedom to our students and staff to openly voice their opinions and concerns and it is handled and tackled amicably. They are made to understand the prevailing situation and the background before making any decisions. The students are given opportunities to exhibit their leadership qualities in areas like councils, Internships, Clubs and Cells, Outdoor and indoor activities etc. Our Mantra- When opportunities come, take the initiative to face the challenge. Our vision and mission prompt us to be committed to serving our stakeholders and organization. Our USP is putting the needs and well-being of others first and actively seeking ways to support and enable their success. To ensure the growth and development of team members and create an environment where everyone can amicably succeed.

When the going is tough the tough gets going.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

- The admission process is transparent and follows the norms and standards laid by the admission regulating authority. The Principal and senior faculty provide counselling before the admission is taken by the candidate on a one-to-one basis to clarify all the apprehensions and doubts that emerge especially in the minds of the prospective students who are mothers. After understanding the expected norms of the college and the program, the students are more at ease and comfortable sharing their feelings. These sessions are an impetus to a conducive and creative ambience for further transaction of the course content. The students' expectations are largely met through positive interactions.
- The institution has been consistently conducting from 2010, two national-level seminars every year. One of them is on the theme of UN declared year of the environment as environmental re-engineering and the second one is on the social or contemporary concerns in education. Teachers and students are encouraged to participate and present papers on the related content. The expert talks and the scrutinized research/ conceptual papers are published with ISBN.
- PJERT is an institutional journal with ISSN publications started in 2012. It has been our endeavour to publish quality papers biannually, which are double-blind peer-reviewed research papers. Students also get an opportunity to write and publish their research work in the in-house journal.
- Another feature is to encourage research scholars to read books relevant to their research area and publish book reviews. Every issue will have one or two book reviews mainly by our research scholars.
- A commendable aspect is our annual college magazine a regular feature since inception. The student editor and the teacher in charge monitor, gather and compile the activities, GS reports, Staff profile for the academic year and free expressions of students in the form of articles.
- We also print newsletters biannually to incorporate short snippets of the tasks carried out at the college level.
- Faculty empowerment is a creditable feature of our college. Management gives freedom to explore and create one's own niche in the field of education. Our teachers become effective leaders and resource persons in their field of interest. Encouragement in the area of patent filing, funded research projects, further studies, and professional development makes our teachers competent and confident. An Empowered faculty empowers the future generation.
- The overall characteristic of the college that can be witnessed is its commitment, consistency and clarity in all situations.

### **Concluding Remarks :**

Our institution's purposes are directed towards holistic learning leading to the development of the cognitive domain, affective domain and various teaching competencies. The course is aligned with the PLOs, CLO's and Vision and Mission statement and the core practices of the institution. The core practices are Social commitment, Global mindedness, Value transmission, Environmental consciousness, Reflective Approach, Integrating Technology and Professionalism.

The plan of action is designed to achieve the core competencies to face the global challenges, inculcating value systems through team activities, and encouraging the use of technology by providing adequate facilities, a well-equipped library and a digital library. Our thrust is on outreach programs for students, sensitizing them to the needs of the community and professional development of teachers to be equipped to provide quality education.

The college actively works towards maintaining overall excellence in all the areas of teacher education. There is a conscious and continuous effort to analyse and reflect on the various activities which are in place for grooming future teachers. The encouragement of a supportive management and committed staff ensures the realization of its missions and visions and helps overcome the challenges to reach its goals. Good communication with the management helps in maintaining good infrastructure and upgrading facilities without hassles. The institution is socially sensitive and encourages activities for social enhancement in the form of teaching socially disadvantaged students and pushing forward environment protection issues. Our placement system is available to the present batch of students and the alumni. The staff members effectively organize activities to maintain the progression of student teachers in a systematic manner. Professors regularly upgrade themselves in academic and professional competencies. Since the thrust of our institution is on holistic education we ensure 360-degree quality checks This mandates that feedback and suggestions for improvement are woven into our planning and execution. Our unique features are regular publications, professional development and personal one-to-one interaction with staff and students. Our ethos on which we have built the institution are Eco-friendly, Student centric, Democratic and Competency/ task-oriented approaches.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p>2.1.2.1. <b>Number of students enrolled from the reserved categories during last five years..</b> Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>3</td><td>5</td><td>2</td><td>1</td><td>0</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>3</td><td>5</td><td>2</td><td>2</td><td>9</td></tr></tbody></table> <p>Remark : Input is edited from clarification documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	3	5	2	1	0	2021-22	2020-21	2019-20	2018-19	2017-18	3	5	2	2	9
2021-22	2020-21	2019-20	2018-19	2017-18																	
3	5	2	1	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
3	5	2	2	9																	
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. <b>Total number of years of teaching experience of full-time teachers for the last completed academic year</b> Answer before DVV Verification : 158 Answer after DVV Verification: 130</p> <p>Remark : Input is edited from clarification documents as the teachers appointed for the latest completed year are not considered.</p>																				
3.1.1	<p><b>Average number of research projects funded by government and/ or non-government agencies during the last five years</b></p> <p>3.1.1.1. <b>Number of research projects funded by government and non- government agencies during the last five years..</b> Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>0</td><td>3</td><td>1</td><td>2</td><td>1</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>0</td><td>2</td><td>0</td><td>0</td><td>3</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	3	1	2	1	2021-22	2020-21	2019-20	2018-19	2017-18	0	2	0	0	3
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	3	1	2	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	2	0	0	3																	

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0.49	0.3	0.51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0.49	0.3	0.26

Remark : The amount is of year 2017 march is not considered as not in assessment period.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	26	7	13	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34	26	4	10	15

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
147	121	129	112	55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
118	99	116	105	55

Remark : Input is edited from clarification statement.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
140	129	127	102	46

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
118	99	116	102	55

Remark : Input is edited from clarification documents and statement.

**3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	3	3	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	0

Remark : Two awards for outreach activities from government /recognized agencies may be considered.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	10	16	16	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	12	15	16	14

Remark : Input is edited from clarification documents..

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

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

Answer before DVV Verification : 12

Answer after DVV Verification: 10

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

Answer before DVV Verification : 12

Answer after DVV Verification: 10

Remark : Input is edited from provided clarification links.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11.2500	10.75000	9.25000	8.75000	8.40000

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8.00	7.75	7.75	7.50	7.20

Remark : Input is edited from clarification statement.

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

**4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last**

**five years. (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.11476	0.23499	0.65621	0.33956	0.24091

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.05756	0.17483	0.30997	0.25445	0.17792

Remark : Input is edited from clarification statement.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2.23605	1.56315	3.25288	3.01336	3.27247

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.36	.75837	2.17	2.54	2.10

Remark : Input is edited excluding electrical and telephone charges.

**5.2.1 Percentage of placement of students as teachers/teacher educators**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
60	43	53	18	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	35	58	22	17

Remark : Input is edited from clarification documents.



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

5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.**  
 Answer before DVV Verification : 6  
 Answer after DVV Verification: 6

5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.**  
 Answer before DVV Verification : 0  
 Answer after DVV Verification: 0

5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.**  
 Answer before DVV Verification : 3  
 Answer after DVV Verification: 0

Remark : Input is edited from clarification documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	19	22	28	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	15	19	22	24

Remark : Input is edited from clarification documents excluding days.

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

6.3.3.1. **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	11	18	18	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	7	8	8	7

Remark : Input is edited from from clarification documents as the day celebration and general

programms can not be considered as professional development administrative training programs .

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

**6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programms during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	17	13	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	6	7	7

Remark : Input is edited from clarification documents.

**7.1.4 Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input is edited from clarification documents.

**7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

**7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.646	0.748	0.55325	0.73335	0.50278

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

1.09	0.748	0.55325	0.73335	0.50278
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Remark : Input is edited from clarification documents.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of seats sanctioned year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>150</td> <td>150</td> <td>150</td> <td>150</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>150</td> <td>150</td> <td>150</td> <td>150</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	150	150	150	150	150	2021-22	2020-21	2019-20	2018-19	2017-18	150	150	150	150	150
2021-22	2020-21	2019-20	2018-19	2017-18																	
150	150	150	150	150																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
150	150	150	150	150																	
1.3	<p><b>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>51</td> <td>51</td> <td>51</td> <td>51</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>75</td> <td>75</td> <td>75</td> <td>75</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	51	51	51	51	51	2021-22	2020-21	2019-20	2018-19	2017-18	75	75	75	75	75
2021-22	2020-21	2019-20	2018-19	2017-18																	
51	51	51	51	51																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
75	75	75	75	75																	