



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PAL RAJENDRA B.ED COLLEGE

HANUMAN NAGAR, AKURLI ROAD, KANDIVALI - (EAST)
400101

www.prehs.edu.in/bedcollege

SSR SUBMITTED DATE: 26-06-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Pal Rajendra Education Trust is a self financed institution established and operated "not for profit" under the society registration act and Bombay Public Trust act bearing no.BOM 733/80 GBBSD and PTR no. F-6521 (Mumbai) respectively.

Also our trust is having certificate of income tax u/s 80 G. The future objectives of the trust include implementation of Balwadies, Primary & Secondary Schools, Technical & Commercial Schools, Colleges, Institutes for Scientific & Technical Research, Reading Rooms, Libraries, Laboratories, Experimental workshops, Gymnasiums, Boarding houses, etc. Also to work for any other object of General Public utility that may be of public charitable nature as per law.

Vision

The institute envisages to contribute to the world through excellence in teaching to serve as a valuable knowledge industry for society and public at large.

Mission

To generate quality education through competences.

To Identify the hidden talents of students and train them with innovative and dynamics practices.

To develop human potential to its fullest extent so that intellectually capable and imaginatively gifted leaders can emerge in a range of education profession.

To develop students to live a sound and harmonious life with self confidence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

? College is easily accessible through roads, and railway station.

? The institution has all that is necessary for fresh structural facilities such as a library laboratory computer room method rooms.

? It is a linguistic minority institution but students from different communities choose this college because of its reputation as a good institution

? Well-qualified staff focus on students' success

? The friendly atmosphere between student teachers and teacher educators

- ? Very cooperative and efficient management and non-teaching staff
- ? Wide range of Co-curricular and extracurricular activities stand to provide a joyful experience for the student teachers
- ? College is attached to High schools and junior colleges which provides an easy accessible to the student teacher for practice teaching and internship.
- ? The institution is Well connected with NGOs and health officials, local corporator, and MLA's for needed help

Institutional Weakness

- ? Lack of space for state and national-level seminars
- ? Difficulty in communication with student teacher because of vernacular medium students
- ? The institution's location is much interior and away from train services
- ? Difficulty in getting Bell to qualify the staff and account for its location
- ? Lack of attached playground and canteen facilities
- ? Limited space for IT and e-learning
- ? Less scope for the expansion unless it has a separate arrangement for the college

Institutional Opportunity

- ? This institution is located in slum area and affiliated to Mumbai University. It provides are good opportunity to the students from lower middle class
- ? Provides congenial environmental for teaching learning
- ? Innovative methods are used for practice teaching
- ? Wide exposure to the student in different co-curricular activities
- ? Management provides freedom to the faculty members in handling of various programs and activities
- ? There is a scope for the enhancement of library and computer facilities
- ? Good placement opportunities for the student completing 2 year B.Ed. course
- ? Meaningful use of study material
- ? Cooperative learning
- ? College is Well connected with community services

Institutional Challenge

- ? Location of the institution in the slum area is itself a major challenge
- ? Lack of e-Learning resources in another major challenge
- ? Lack of space and facilities for self study
- ? Most of the student teachers from vernacular languages
- ? Lack of long term vision
- ? Insufficient arrangement for the study in the library
- ? Percentage of admission is another challenge

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum is as prescribed by the University. It provides an opportunity for the student to acquire knowledge, skills, values and attitude through core subjects and methods listed in the curriculum.

CC1 childhood and growing up

Knowledge: it helps the students to understand principles of development. It helps the students to see a knowledge of the methods and approaches of child development.

Skills: Students develop good writing skills. They prepared projects task papers assignments and essay tests for the same.

Values: students develop good values related to child growth and development.

Attitude: they evolve a positive attitude towards the subject.

CC2 knowledge and curriculum

Knowledge: student teachers acquired subject knowledge of the epistemological basis of education. Student teachers understood the relationship of curriculum to education.

Skills: Students developed skills of seminar presentation critical writing and report writing related to the topics under study. This helps the students in developing good writing skills.

Values:- Students developed values of honesty, truthfulness, and integrity. They also imbibed good values of punctuality regularity and sincerity while studying this course. They also developed the important value of “Earn While You Learn”.

Attitude:- Through this subject, students developed a positive attitude for the course content and also towards life.

Gender School and Society

Knowledge: student teachers are acquainted with the concept of gender roles in society and their challenges. Students develop a basic understanding of key concepts- gender, gender bias, gender stereotype, empowerment, gender parity, equality, feminism, transgender, etc.

Skills students got an opportunity to have a field visit to a women empowerment center and wrote a report of the same.

Values Students develop values of equality of sexes and gender equity.

Attitude student teachers understood the role of women in society. They developed a strong positive towards women's empowerment.

Teaching-learning and Evaluation

Teaching learning and evaluation

1- Admission procedure

The institution is affiliated with the University of Mumbai hands it follows rules and regulation stipulated by University regarding the admission process.

The institution works towards creating a congenial environment for the teaching-learning process.

By focusing the student teacher through tutorial groups to make the students responsive to the other's need and contribute towards their improvement.

Continuous monitoring and evaluation through regular checks and feedback, help the institution to provide timely guidance. To create a favorable learning environment, encouraging library reading.

Organizing workshops and seminars that encourage students' teacher participation which provide is scope for working together and thereby leading to understanding each other.

Interactive lecture programs where in student teachers are encouraged to express their views freely.

Special classes for vernacular medium student teachers are arranged.

Institution encourages self-assessment of students at various stages of practice teaching and thereby encouraging students teachers to realise their own potential and adopt to the needs of the students.

Co-curricular activities and cooperative learning are encouraged.

Student teacher's potential and talents are identified through programs like talent hunts and student teachers are assigned activities accordingly.

Infrastructure and Learning Resources

The institution has allocated for teaching-learning processes. 2 Classroom for B.Ed, 1 seminar hall, 1 laboratory, 1 library, and one computer room.

The institution has two laptops for the perusal of teachers and students.

Since there is no sports ground. Affiliated to the college, the college conducts sports activities on the ground provided by the sports authority of India.

There is sufficient space for conducting various programs such as debates

workshops and etc. The institution has provided a wifi facility for the benefit of student teachers and teacher educators with the help of this they can avail of e-journal facilities like Shodhganga, Eric, Inflightnet, E-Granthalay, etc. There is an arrangement of Library facilities with reference materials that students and teachers can refer to for their teaching and learning purposes.

Student Support and Progression

Students support and progression

Student preparedness for the B.Ed. the program begins right from the admission of students to B.Ed. course. A

content test is conducted in their subject of specialization to test their content knowledge. They are practice lesson training workshop are arranged on lesson planning, methods of teaching and practice teaching. Regular feedback help students and teachers to enhance their teaching ability.

The college environment is very comfortable and conducive to students' development. Workshops are organized on methods of teaching and personality development.

The institution has good classrooms and a library, computer room. The institution maintains a humane approach in its dealing with student teachers. The student teachers are constantly observed with respect to their progress. Student teachers' problems and grievances are addressed by the faculty members. They are motivated by the words of appreciation special attention is taken for the students who belong to the vernacular medium to bring them at par with other student teachers. Student teachers are encouraged to keep in contact with ex-student (alumni) to reduce the stress level if they have any about the B.Ed. course. Grievances of the student's teacher are also solved by their student council.

Workshops on personality development are communication skills to help student teachers to face challenges in a competitive world.

The institution also provides career development opportunities by provides their information about the placement available in school and junior colleges. Personal guidance is also provided to them to go for the best offer.

The progression of the students is ensured through various activities and the programs arranged as a part of the curriculum. The activities and program provide for the students in building and developing skills.

Governance, Leadership and Management

The sources of the institution depend on how effectively the principal of the Institution keeps in mind the Vision and Mission of the Institution. The curricular and co-curricular activities in consultation with the Principal. Various committees are constituted in consultation with the Principal. These committees address the issues and problems in consultation with the members of the various committees and the Principal,. Whenever and wherever advice is necessary from the management is taken according to the necessity. The teacher and the Principal is at liberty to conduct the internal exams, and cocurricular activities without any interference by the management. Teacher educators are at liberty in devising the strategies for teaching and learning process.

Institutional Values and Best Practices

The institution in order to achieve the Institutional values follows best practices in the course of the Teaching and learning process and also in organizing co-curricular and extracurricular activities. The Institution encourages the best effective communication among the student teachers and also while interacting with teacher educators. Teacher educators are encouraged to be role models for student teachers. Students are always appreciated for their good work and positive attitude. The Institution also encourage the teacher educators to meet the needs of vernacular students by supplying them with the translation of the notes. The Institution also encourages both teacher educators and student teachers to participate in intercollegiate programs, competitions, and other activities It is always the motto of the institution to achieve excellence in education.

Research and Outreach Activities

The teacher educators participated in a number of workshops related to methods of teaching preparation of teaching aids evaluation degradation of evaluation tools of the syllabus. They were also awarded a certificate for the same. The teacher educators have presented their own lesson plans related to the same. These were done through faculty exchange at the district level and university levels. There were student exchange programs where in students participated in other schools. This way the college developed good collaborative linkage with other schools and colleges in a number of curricular activities. It is always been the effort of the Institution to ensure proper nourishment of student-teacher personality so that they can face the challenges in real life situation

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PAL RAJENDRA B.ED COLLEGE
Address	HANUMAN NAGAR, AKURLI ROAD, KANDIVALI - (EAST)
City	MUMBAI
State	Maharashtra
Pin	400101
Website	www.prehs.edu.in/bedcollege

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mugdha Prabhakar Sangelkar	022-29655683	9869013026	0222-29655683	mugdhasangelkar@yahoo.com
IQAC / CIQA coordinator	Bhanu S Hitesh	-	7506804684	-	bhanuhitesh3030@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	NO
Linguistic	HINDI
Any Other	NO

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	21-10-2015	10	

Recognitions	
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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	HANUMAN NAGAR, AKURLI ROAD, KANDIVALI - (EAST)	Urban	1779.54	2548

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	GRADUATE	English	50	42

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				8			
Recruited	0	0	0	0	0	0	0	0	1	7	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	4	1	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	1	5	0	6
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	1	7	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	5	0	0	0	5
	Female	31	6	0	0	37
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	2	3	3
	Female	0	22	21	43
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	24	25	46

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our college has different schools like Hindi Medium, Marathi medium and English medium and also two Jr. Colleges. Our Institution is fully prepared to shift to NEP-2020 without any disturbance.
2. Academic bank of credits (ABC):	Right now the admission for First year B.Ed course is under process. The CAP round is started. After the completion of CAP round Online process of University application form starts during this process creation of Academic Bank Credit initiative take place.
3. Skill development:	Our institution helps in the development of skills in student teacher through seminars , debates,

	discussions , competitions etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	At present the Institution cater to the educational needs of local pupil through local languages e.g Marathi. We also cater to the needs of students coming from Hindi medium. Our college in an effort to integrated Indian knowledge system in its course does explain about Vedic Maths and its related content EC-method -1 Mathematics.
5. Focus on Outcome based education (OBE):	The present syllabus of B.Ed is student centric and learning mythology like constructivism , activity based lesson, theme based lesson, experiential learning to ensure continuous quality improvement and achieve the goal of the course.
6. Distance education/online education:	At present we are affiliated with the University of Mumbai and two year B.Ed is a regular offline course. And there is no scope for online course.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Not Yet
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?	YES
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 privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	NO
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	NO

<p>electoral processes, etc.</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>Students are already registered before admission process</p>

Extended Profile

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
24	24	25	50	31
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

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
11	11	11	11	11
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

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
24	25	50	31	18
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	25	50	31	18
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	25	50	31
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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
7	7	7	7	7

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document

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
581008	688167	2554746	2969613	1042791

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 24

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Curriculum and syllabus is prescribed by University of Mumbai which is not disturbed by the college.

The Co-Curricular and extra curricular activities are organized by the college keeping in view of the local needs and situations without disturbing the objectives of the prescribed curriculum .

The college encourages the teacher educators and the students teachers to collaborate their work in action research projects through this the teacher educators help the student teacher to develop research skills.

They share the outcome of the research work with the school teachers for the betterment of the students.

The community work and extension work help the student teacher to interact with the under privileged children.

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

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: C. Any 3 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

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

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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: 100

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
8	6	8	8	8

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
8	6	8	8	8

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 0**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
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 0**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
0	0	0	0	0

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: E. None of the above

File Description	Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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:

1.3.1

The curriculum is as prescribed by the University. It provides an opportunity for the student to acquire knowledge, skills, values and attitude through core subjects and methods listed in the curriculum.

CC1 Childhood and growing up

Knowledge: it helps the students to understand the Principle of development. It helps the students to see a knowledge of the methods and approaches of child development.

Skills: Students develop good writing skills. They prepared projects task papers assignments and essay tests for the same.

Values: students develop the good values related to child growth and development.

Attitude: they evolve a positive attitude towards subject.

CC2 knowledge and curriculum

Knowledge: student teachers acquired subject knowledge of the epistemological basis of education. Student teachers understood the relationship of curriculum to education.

Skills: Students developed skills of seminar presentation critical writing and report writing related to the topics under study. This helps the students in developing good writing skills.

Values :- Students developed values of honesty, truthfulness and integrity. They also imbibed good values of punctuality regularity and sincerity while studying this course. They also developed the important value of “Earn While You Learn”.

Attitude:- Through this subject, students developed a positive attitude for the course content and also towards life.

Gender School and society

Knowledge: student teachers are acquainted with the concept of gender rolls in the society and their challenges. Students develop a basic understanding of key concepts- gender, gender bias, gender stereotype, empowerment, gender parity, equality, feminism, transgender etc.

Skills students got an opportunity to have field visit to a women empowerment centre and wrote a report of the same.

Values Students develop values of equality of sexes and gender equity.

Attitude student teachers understood the role of women in society. They developed a strong positive towards women's empowerment.

Gender School and Society

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Skills students got an opportunity to have field visit to a women empowerment centre and wrote a report

of the same.

Values student develop value of equality of sexes, gender equity.

Attitude student teachers understood the role of women in society. They developed a strong positive towards women empowerment.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

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 Institution provided an opportunity for the students to familiarize themselves with the diversities in the school system by arranging visits to schools based on ICSE Board and State Board.

The visit to St. John's High School Borivali (East) was arranged on Science Exhibition Day in which different schools from the R-South ward participated.

A visit to Gopalji Hemraj High School, Borivali (East) was arranged on account of a practice teaching/internship program.

A visit to the Shailendra High School Pre-Primary section was done to understand the nourishment and development of children.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

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:

The curriculum is as prescribed by the University. It provides an opportunity for the student to acquire knowledge, skills, values, and attitude through core subjects and methods listed in the curriculum.

CC1 Childhood and growing up

Knowledge: it helps the students to understand the principles of development. It helps the students to see a knowledge of the methods and approaches of child development.

Skills: Students develop good writing skills. They prepared projects task papers assignments and essay tests for the same.

Values: students develop good values related to child growth and development.

Attitude: they evolve a positive attitude towards the subject.

CC2 knowledge and curriculum

Knowledge: student teachers acquired subject knowledge of the epistemological basis of education. Student teachers understood the relationship of curriculum to education.

Skills: Students developed skills in seminar presentation critical writing and report writing related to the topics under study. This helps the students in developing good writing skills.

Values:- Students developed values of honesty, truthfulness, and integrity. They also imbibed good values of punctuality regularity and sincerity while studying this course. They also developed the important value of “Earn While You Learn”.

Attitude:- Through this subject, students developed a positive attitude toward the course content and also toward life.

Gender School and Society

Knowledge: student teachers are acquainted with the concept of gender roles in society and their challenges. Students develop a basic understanding of key concepts- gender, gender bias, gender stereotype, empowerment, gender parity, equality, feminism, transgender etc.

Skills students got an opportunity to visit a women empowerment center and wrote a report on the same.

Values Students develop values of equality of sexes and gender equity.

Attitude student teachers understood the role of women in society. They developed a strong positive towards women's empowerment.

File Description	Document
Documentary evidence in support of the claim	View Document

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: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

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: 61.6

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

2.1.2

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

Response: 3.64

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
0	0	1	0	1

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

2.1.3

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

Response: 0.65

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
0	0	0	1	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

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:

In the assessment process at entry level we conduct content tests for the students and prepare them to under grow B.Ed course training. On the first day of college an interaction session was held between

teachers and students. teacher educators introduce themselves and students teachers are asked themselves with their educational qualifications. Then after an individualized interaction with these students to make them more comfortable with the course that they are going to do in two years. A PPT presentation on course content is presented by the Principal of the college giving the details of various subjects and the practical aspects which students need to complete during a two-year course.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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: C. Any 3 of the above

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

2.2.3

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

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 4

2.2.4.1 Number of mentors in the Institution

Response: 6

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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:

Orientation on experiential learning was arranged by teacher educators. As a part of it guidance was given on how to prepare the lesson plan based on experiential learning. Students have understood the concept of experiential learning and the stages of the lesson plan. A lesson plan prepared by the teachers was given to the students on based on this the students were guidance in the preparation of the lesson plan.

There is a course of teaching-learning course in the teachers adopt interactive and discussion methods for a better understanding of concepts and the content. The formation of the groups for the group discussion

ensured the participation of students in the discussion. The task that is provided during the teaching-learning process facilitated the students the hands-on learning

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

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: 97.14

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
7	7	6	7	7

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

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: 24

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

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: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document

2.3.5

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

Response:

The continual monitoring by the teacher-educators ensured punctuality in student teachers. The curricular and co-curricular activities in the institution develop professional qualities like leadership, responsibility, respect, and cooperation among the students. They learn to chalk out the programmes and arrange them in the college independently with some guidance from the staff. Every student was given an opportunity of handling the programme alone.

The continual monitoring by the institution helps the teacher educators to adjust their instructional strategies which improved the learning experiences of student teachers. It also helped teacher educators to ensure punctuality, regularity and discipline among the student teachers. It also ensured the success of the teaching-learning programmes because of the better coordination between teacher educators

and student teachers.

File Description	Document
Documentary evidence in support of the claim	View Document

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: C. Any 3 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

2.3.7

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

Response:

The Principal of the college has attended state level webinar series on NEP 2020 arranged by the College of Education Barsi(IQAC) in collaboration with the Maharashtra State Secondary Teacher Educators Association. This was held from 20 to 23 August 2020. Principal thereafter held an orientation for the

staff on the subject.

Subject-wise learning process nurtures :

The curriculum is as prescribed by the University. It provides an opportunity for the student to acquire knowledge, skills, values, and attitude through core subjects and methods listed in the curriculum.

CC1 Childhood and growing up

Knowledge: it helps the students to understand the principles of development. It helps the students to see a knowledge of the methods and approaches of child development.

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Knowledge: student teachers acquired subject knowledge of the epistemological basis of education. Student teachers understood the relationship of curriculum to education.

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Knowledge: student teachers are acquainted with the concept of gender roles in society and their challenges. Students develop a basic understanding of key concepts- gender, gender bias, gender stereotype, empowerment, gender parity, equality, feminism, transgender, etc.

Skills students got an opportunity to have a field visit to a women empowerment center and wrote a report on the same.

Values Students develop values of equality of sexes and gender equity. Attitude student teachers understood the role of women in society. They developed a strong positive towards women's empowerment.

File Description	Document
Documentary evidence in support of the claim	View Document

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: C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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: D. Any 2 or 3 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

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: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

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:** D. Any 1 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

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: D. Any 2 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

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: C. Any 3 of the above

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

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: C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

Other Upload Files

1	View Document
---	-------------------------------

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The internship program was arranged at pal Rajendra English medium and Hindi medium secondary school and English medium junior College from 20/01/20 to 24/1/20. Different classes from standard 6th to 9th but assigned to 2 students per class.

Student teacher work directed to take the periods as per the class time of the school and junior college. Teacher educators were given the responsibility of observing and guiding the student teachers during the internship. Respective class teachers of the school were asked to remain in the classroom.

Student teachers were required to complete the internship book. Every day internship book was checked and necessary changes were suggested by the Teacher Educators.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9

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

Response: 4

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

Response: 6

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

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
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11**Institution adopts effective monitoring mechanisms during internship programme.****Response:**

During the internship teachers time table was prepared and every teacher was given the responsibility of observing the classes. The class teachers of the respective schools were asked to remain in the classroom and give feedback. The teacher's educators after an observation made necessary suggestions to the student teachers. Teachers Educators remain in the classroom from the start of assembly till the end of day's session. The Principal of the school also made a visit to the internship classrooms. Every student teacher was involved in all class curricular and co-curricular activities. They also interacted with the class teachers and the Principal of the school. And take feedback from them.

File Description	Document
Documentary evidence in support of the response	View Document

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: D. Any 1 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

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: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document

2.5.2

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

Response: 85.71

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

Response: 6

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

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

Response: 1.86

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

Response: 13

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

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 Principal of the college has attended state level webinar series on NEP 2020 arranged by the College of Education Barsi(IQAC) in collaboration with the Maharashtra State Secondary Teacher Educators Association. This was held from 20 to 23 August 2020. Principal thereafter held an orientation for the staff on the subject.

Subject-wise learning process nurtures :

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Knowledge: student teachers acquired subject knowledge of the epistemological basis of education. Student teachers understood the relationship of curriculum to education.

Skills: Students develop skills in Seminar presentation critical writing and report writing. This helps the student in developing good writing skills.

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Skills students got an opportunity to have a field visit to a women empowerment center and wrote a report on the same.

Values Students develop values of equality of sexes and gender equity. Attitude student teachers understood the role of women in society. They developed a strong positive towards women's

empowerment.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

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

Response:

the institution has adopted continuous and comprehensive evaluation covering formative and summative assessment. continuous observation in the case of punctuality, regularity, discipline, skill development, and enhancement of knowledge is done by teacher educators. under formative assessment debates, discussions, and role-play of characters are held to enhance their life- skills. the college also to provides opportunities for self-identity and self-image. It also provides an opportunity through various to analyze own strengths and weaknesses. seminar and workshops are also held. critical analysis of the book , celebrations are also done. report writing on the syllabus of any one school subject is also done. under summative assessment internal tests (essay tests, class tests) projects, and content tests are conducted to improve their knowledge.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

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	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

the institution addressed the grievance of the students pertaining to both internal assessment and university examination .

In the internal assessment - the assessment papers with proper comments were shown to them. those who are weak retests were conducted. Individual guidance was given to students in weak areas. Prepared notes, question banks, model answers, and examination papers with answer keys were provided to the students. grievances of the students were individually addressed. All the problems pertaining to university results were also addressed. The college also holds remedial teaching programs once the class test gets over for each course per semester.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4

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

Response:

The yearly calendar includes teaching-learning process demo lessons, micro-teaching, and the tasked under taken by teacher educators as a part of their teaching-learning process. It includes curricular activities like seminars, workshops on yearly planning of the curriculum unit planning blueprint etc.

It also includes demo lessons on micro-teaching practice teaching lessons and theme base lessons and co-teaching.

It also includes research paper by teacher educators and viva in the case on student teachers.

Yearly planning also includes field visit community work, and lectures by experts. It also includes co-curricular activities and extracurricular activities and debates elocution competitions and cultural activities.

Yearly planning also includes government holidays with diwali vacations and summer vacations.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

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:

PLO's

Content competency

1. To acquire relevant knowledge with respect to core and elective courses
2. To know to select and use teaching methods and techniques
3. To acquire the necessary competencies and skills for organizing learning experiences

Pedagogical competency and skills:

1. To innovate and experiment with classroom practices
2. To reflect on what is taught and planned

Professional ethics

1. To imbibe and uphold the qualities of a good teacher
2. To be just and impartial
3. To develop a professional attitude, to help demonstrate commitment to values such as ethics loyalty, love, service, equality, and excellence.

Higher-order thinking skills and effective communications

- 1.To build up confidence and promote abilities to communicate effectively
- 2.To present one own views and opinions effectively
- 3.To collaborate with parents and the community for the betterment of students

Environmental awareness

- 1.Sensitize all issues of ecology
- 2.Take precautionary steps in protecting the environment

Teamwork

- 1.To work as a member or leader in diverse teams and in multi-disciplinary settings
- 2.To follow the principles of collaborative learning cooperative learning and team teaching.

CLO's

Semester 1

Childhood and growing up

- 1.To enable the student teachers to arrive at an understanding of how different social reality is construct different childhood within children's lived contexts
- 2.To allow the student teachers to have access to the theories of child development, childhood and adolescence as constructed in different social economic, and cultural settings

Knowledge and curriculum

- 1.To know the concepts and branches of philosophy and its importance in education
- 2.To understand the educational ideas of Indian thinkers of education with an emphasis on its educational implications for the contemporary education system

Gender, school, and society

- 1.To understand the gender is used prevailing in school and society
- 2.To make them aware of the possible solutions for resolving the gender issues
- 3.To understand the process of socialization and the role of various agencies in it

Critical understanding of ICT

- 1.To prepare for that rain is to use technology in the language classroom

Understanding the self

- 1.To understand self in the social cultural and spiritual context
- 2.To learn to collaborate and contribute meaningfully to team efforts by developing healthy relationships with the team members

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

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
24	25	50	31	18

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

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 Institution has adopted teaching-learning techniques and methods in the teaching-learning process which ensures the development of cognitive psychomotor and adaptive competencies. Attempts were also made to develop/imbibe professional ethics like doing the work on time, punctuality, and regularity. Extracurricular activities like debate competitions ensure the building of self-confidence among student teachers. Opportunity through cultural activities to develop communicative skills. the institution also ensures environmental awareness through various programs like cleanliness campaigns, drug-free environments, and gender equality. The institution also arranges field trips to encourage the students to develop the qualities like cooperation and leadership qualities. It conducts various programs in collaboration with NGOs like Adani group in nourishing the teacher's qualities among student teachers.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4**Performance of outgoing students in internal assessment****Response:** 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: 18

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

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

The institution through core courses ensures students' performances through various tasks, class tests, projects, seminars workshops, and field visits. the various core papers are Childhood and Growing up through which the student teachers through which the teacher educators help the student teachers to understand the physical, mental, social, cultural, and aesthetic development of children . The students also became aware of the various tools and techniques through which the student teachers the strengths and weaknesses of the students in the classroom situations. the various tools and techniques to be adopted to improve the learning abilities of the students.

through the subject of knowledge and curriculum teacher educators help to develop the student's understanding of the curriculum and how to go about providing the learning experiences according to the needs of the children

Through the core paper of gender school and society, the teacher educators help to develop the student's understanding of gender equity and equality and learn how to go about ensuring gender equality among the children

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.86

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: 0

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	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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

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	0	0

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:** D. Any 1 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

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: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document

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: 1.14**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
1	2	2	0	3

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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: 0.71

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
0	0	0	0	5

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1**

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

Response: 1

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
0	0	1	1	3

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2

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

Response: 23.38

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
0	0	11	15	10

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Any additional information	View Document

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: 0

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
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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 institution has always played an important role in educating its student teachers and the general public they are by sensitizing them to various social issues such as environment conservation saving water saving the earth and gender equality many of our students participated in street play poster competition ,speech competition etc there were also awarded price and certificate for the same. This was a kind of appreciation and motivation for the students it also help them in developing an understanding of various social issues in society and also think about providing solutions for them. In this manner, the students are prepared to become responsible citizens in the society.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

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

Response: 4

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	0	1	2	1

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document

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: 0.2

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
0	0	0	0	1

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document

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: 0

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

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

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: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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 allocated for the teaching-learning process. It has well-ventilated two classrooms for B.Ed, Method rooms, a seminar hall, an ICT resource room, a curriculum laboratory, a teaching aids laboratory, a store room, and separate toilets for Males and Females.

The Institution has two laptops in its perusal for teachers and students. Since there is no sports ground affiliated with the college sports activities at the ground provided by Sports Authority of India on a rental basis.

There is sufficient space for conducting inhouse programs such as debates, workshops, seminars, and short-curricular activities. The college has its own affiliated practice teaching school and college which benefits the students during practice teaching and internship

File Description	Document
List of physical facilities available for teaching learning	View Document
Link for additional information	View Document

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: 4

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

Response: 4

File Description	Document
Data as per Data Template	View Document

4.1.3

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

Response: 6.35

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
98442	72000	164200	72000	90660

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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:

The institution has made separate arrangement for Library with seating arrangements for the student teachers for doing the self-study with reference material available in the library. A well-qualified librarian is available on the premises and is provided with an assistant library. The required software for library operation has been installed, such as E-Granthalay & Marks Computer Software with Internet facility. The following library resources are available for student teachers and teacher educators.

- 1) No. of Books : 4788
- 2) No. of Magazines & Journals : 14
- 4) No. Audio Visual aids : 01

5) No. Encyclopedia	:	02
6) No. of Dictionaries	:	10
7) Maps	:	13
8) Theses	:	02
11) Newspapers	:	03
12) Action Research project	:	150

The library works between 10. 00 am to 5.00 pm. Teacher educators and student teachers make use of library facilities during this time.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document

4.2.2

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

Response:

.The institution currently does not have a remote access facility for its library resources which the student-teachers and the teacher-educators can use frequently. However, the institution has a WIFI facility through the teacher-educator, and student teachers can access free e-journals and reference materials. The institution ensures the continued availability of Wifi facilities so that teacher educators and student teachers will not face any problems in having access to free reference material and free e-journals. The only difficulty that the Teacher Educator and student teacher face is that they cannot download content in pdf form. However, in the near future, the institution is planning to provide remote access to the library for its student teacher and teacher educators.

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: C. Any 2 of the above

File Description	Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document

4.2.4

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

Response: 3683

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	8625	9790	0	0

File Description	Document
Data as per Data Template	View Document

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: 4.26

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: 24

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: 28

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: 23

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: 26

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: 31

File Description	Document
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	View Document

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: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The institution keeping in mind the upgradation of technology has done a lot towards it. the institution has very well-connected ICT facilities in its office, staffroom, lecture rooms, and library. it has a computer room with about 24 computers installed. there is an AV room with a computer, scanner and a printer. the staffroom also has its own 2 computers, printer and scanner. the institution has also provided 2 laptops to be used by the teacher educators and student teachers. all these are connected with a 24-hour WIFI facility.

the institution also has a tie-up with an agency for annual maintenance of all its ICT facilities so that there are no hindrances while using these ICT facilities. the ICT facilities are used for the teaching-learning process, lesson plan preparation, seminars, discussions, answer presentation, OSM, and for all co-curricular and extracurricular activities.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2**Student – Computer ratio for last completed academic year****Response: 1**

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3**Internet bandwidth available in the institution****Response: 50****4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response: 50**

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

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: E. None of the above

File Description	Document
Data as per Data Template	View Document

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: 8.68

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
105987	112308	188401	110731	162784

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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:

The institution takes a lot of effort in maintaining and utilizing its physical, academic, and support facilities as follows-

academic: all the staff members have been provided with lockers and cupboards for the safety of their belongings, books stationery. separate cupboards have been assigned to store students' assignments and projects. in the laboratory there are cupboards, and shelves to keep all the materials, glassware chemicals, etc. There are separate hangers provided for charts. there is a separate glass cupboard for displays of specimens.

the classrooms are well-maintained and cleaned every day with properly arranged student benches. it is also provided with an ICT facility and storage cupboard. there is no sports complex.

in this manner, the institution tries to safeguard its physical, academic, and all other support facilities.

File Description	Document
Link for additional information	View Document

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: C. Any 2 or 3 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

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: E. Any 4 or less of the above

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: C. Any 3 or 4 of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

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: E. None of the above

File Description	Document
Report of the Placement Cell	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 7.43

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
0	0	5	3	3

File Description

Document

Data as per Data Template

[View Document](#)

Appointment letters of 10% graduates for each year

[View Document](#)

Annual reports of Placement Cell for five years

[View Document](#)

5.2.2

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

Response: 25

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 5

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.

Response: 01

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

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

Response: 0.68

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
0	1	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

Student Council is constituted every year through a secret ballot. Students actively participate in the Student Council elections under the supervision of teacher educators.

The student council constituted plays an important role in strengthening cordial relations between teacher educators and student teachers. The student council members organize various co-curricular and extra-curricular activities, enabling them to develop responsibility, teamwork, and leadership qualities.

They also help in organizing field visits and community work-related activities. If any problem arises regarding teaching-learning process the student council makes a representation to the principal and ensures that the problem is resolved at the earliest.

The student council ensures discipline in the college.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

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

Response: 9.8

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
17	0	11	11	10

File Description	Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly

for the development of the institution.

Response:

Alumni play an important role in the functioning and development of the institution. It acts as a role model to the newly admitted students for the B.Ed programme course.

Alumni students are invited as motivational speakers at the beginning of the course. They provide motivation by explaining their own experiences during their two-year schedule.

They also work as ambassadors by taking knowledge of the institution to their own work and through social networks.

They also participate in the feedback programme of the institution which helps the institution and the teacher educators in modifying the teaching-learning process and also in devising various programmes in the skill development of the students.

They also extend their help to the institution by donating books to the library and in organizing demo lessons for the benefit of newly admitted students.

File Description	Document
Details of office bearers and members of alumni association	View Document

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: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 3

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
1	1	1	0	0

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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:

Alumni actively contributed towards strengthening the institution through participation in various activities.

1- Source of Inspiration: We have invited ex-students to deliver inspirational speeches for the first-year students of B.Ed. We have invited Mr. Madhusudan Mannadiar an ex-student of 2021-22. This was done as a confidence-building measure for the newly admitted first-year students.

2. Teaching-Learning: an ex-student of the college was invited to present a demo lesson. This was done to show how the lessons are planned and presented. We had invited Miss Urusha Khan an ex-student of 2021-22 for the same.

3. Cultural Activities: Alumni help the regular students at the preparatory stage of various

cultural events to be presented for the calendar year along with the annual celebration program.

4. Book donation: These students donate the books to the library after completion of the course. Mrs. Kanchan Maurya donated her books to the library.

5. Placement information: Alumni also help us with the placement services by providing information about vacancies in their respective institutions.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The sources of the institution depend on how effectively the principal of the organisation lead and guide the institution keeping in mind the vision and mission of the institution. The curricular and co curricular activities are organised under the governance of the principal.

Some of the steps taken to felicitate bed course program is as follows:

? Decision regarding the course paper that will be taught by the teacher educators

? Decision regarding the distribution of portfolio of various committee in the college

? To monitor or the progress of the work done by teacher educators

? The respective teacher educators plan the activities and discuss with the principal

? The principal act as a link between teacher educators and the management

Organisational committee

? Student council

? Library committee

? Language committee

? Academic committee

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document
Documentary evidence in support of the claim	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Every organization has an organizational hierarchy with which it functions. It starts with the management at the top followed by the principal teaching staff.

Nonteaching staff and the student council

Management..... Principal..... Teaching staff..... Non teaching staff.....

Students council

Various activities of the college are decentralized by various committees. The committee conducts the activities in consultation with the principal. All the issues and grievances were addressed. The student council is informed of these. The principal advises and guidance is obtained from the management according to the severity of the problems. The principal seeks advice from the management regarding administrative matters and implements their suggestions. The student council arranges various activities in consultation with the principal. They receive guidance from the teacher educators.

File Description**Document**

Relevant documents to indicate decentralization and participative management

[View Document](#)

6.1.3**The institution maintains transparency in its financial, academic, administrative and other functions****Response:**

In teaching-learning process, the teacher educators ensure perfect transparency in conducting internal and external examinations. In internal assessment, the class test, essay test, and task are conducted as per the guidelines given in the syllabus by the University of Mumbai. The teachers educator and Principal are at liberty in conducting either the exams or co-curricular and extracurricular activities without any interference by the management. Such an atmosphere leads to the proper nourishment of student teachers. Even at the time of practice teaching and internship, the teacher educator is at liberty to judge the performance of the teacher trainees without any bias. All the student teachers are treated equally by the teacher educator. Even in the administration too the Principal of the Institution ensures complete transparency in day-to day administration.

Even in the financial transaction, complete transparency is maintained by the Management which is evident from the Audit Report

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institutional strategy plan effectively implemented

The institution has management information system to select and integrate data

Practically is our institution majority of activities are documented

The information about the institution its mission and vision and values the syllabus and the staff of the college is mentioned in the website of the college.

The admission are carried out by coordinating with unaided the internet finally the entire document are send to unaided for the approval

Separate files are maintained by every committee

I record format of different documents such as examination marksheet the co curricular activities are uploaded

Computer record of the names of student their roll numbers and address are recorded

File Description	Document
Documentary evidence in support of the claim	View Document

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:

Teacher educators are recruited by giving advertisements in the national newspaper. After receiving applications from the candidates scrutiny of the applications is done. The list of eligible candidates is prepared. After finalizing the interview dates the eligible candidates are called for the interview. Interviews are conducted by the selection committee of the secretary from management, the principal, and one subject expert.

They are recruited for 1 year probation period and then made permanent. The details of the newly appointed staff are sent to the University of Mumbai for approval.

The teacher educators are provided with computers and laptops in a ratio of 3:1. The classroom has a podium with the facilities to keep computers.

The institution for these various committees:-

- ? Academic community
- ? library committee
- ? language club
- ? Grievances redressal cell

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

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: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

6.2.4

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

Response:

The institution works through various committees. The various committees are as follows:

1. Academic Council: A meeting between the teacher educators and student council members are held twice in one academic year and the decisions are taken regarding academic progress, research, extension activities and examination.

2. Library committee:- the committee keeps a check on the number of library hours completed by each student in consultation with library staff. Relevant materials are provided. As per the student-teacher requirement arrangement is made for the purchase of additional books.

3) Grievance Redressal Committee:- A grievance redressal committee solves the difficulties faced by student teachers during the course program. Support is provided to the students in academic and social difficulties.

4) Placement Cell:- A placement cell provides carrier options to the student teachers for their professional development. The student teachers are provided with the information of schools where the placement is required.

5) Publication Committee:- The publication committee prepares Annual magazines inviting articles, poems, and Posters/ Drawing both from Teacher educators and student teachers.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institution has made arrangements for the effective implementation of welfare measures for teaching and non-teaching staff.

The institution ensures the proper safety and protection of its employees on the premises.

The following welfare measures are also provided by the institution for the welfare of its staff:

1) Priorities given to the wards of the staff at the time of admission are either in the school or in the college. Fees concession is also considered keeping in mind the welfare of the ward of the staff.

2) Maternity leave:- Maternity leave of three were given to the female staff and later on it was made for six months with full salary.

- 3) Medical leave :- Medical leave is granted for the employee as per the Government norms.
- 4) Wi-fi facility:- The institution has provided wifi facility for the benefit of teaching and non-teaching staff to ensure smooth e-governance.
- 5) Salary:- Salary payment for the teaching and non-teaching staff is paid on time through Bank.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

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: 51.43

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
7	0	0	4	7

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

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: 3**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
0	2	0	0	1

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

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: 20****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
0	2	0	1	4

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

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

Teachers performance appraisal was taken in the rating scale in the range of 1 to 5. The following categories were taken into account by judging teachers performance :

- 1) Teacher personality :- Under this the performance of the teacher was done a) voice modulation b) use of gestures c) confidence
- 2) Communication skills :- It was judged on a) fluncy in language b) clarity in speech c) use of correct pronunciation d) intonation.
- 3) Learner centered instruction :- It was judge a) how teachers motivate to learn b) the strategies develop student interest
- 4) Teacher student interaction :- It was judge a) teachers interaction with the students in learning process b) teacher neutrality towards all the students c) the strategies adopted to meet the students needs and solving the problems of students effectively.

Non teaching performance appraisal:

The performance of non teaching staff was judge on the following factors:

- 1) Performance factor
- 2) Intellectual factor
- 3) Administrative factor
- 4) Integrity and character
- 5) Fitness for promotion

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institution conducts internal and external audit conducted by Ashok Mistry and company. It covers the receipts and payments. The balance sheet of the income and expenditure reflects the following points:

- ? Statement of significant accounting policy followed in the calculation of account
- ? The financial statements are prepared on a cash basis
- ? Revenue recognition: admission fees tuition fees term fees and other income are recognized or receipts
- ? Expenses: electricity expenses are paid on an Adobe basis on various units of the trust
- ? Fixed assets: fixed assets are stated at the written down value calculated after providing depreciation at the rate of 10%
- ? Depreciation: depreciation on the fixed assist is provided on a written down value basis at the rate of 10%. Receipt and advances as subject to confirmation

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

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

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	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

6.4.3

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

Response:

The institution is an collaboration with Adani Group which works in the area of Educational quality analysis among the students of Brihnmumbai Municipal Corporation Schools. The expenses for the projects are encored the expenditure on the project by the group itself without allocating the funds to the institution. This project is arranged twice in the course program of two years. The students from our institution participate in the project. The worksheets are prepared by the Adani Group are distributed among the students. Our institution participates in the project by helping the students in solving the worksheet. This is an interesting program adopted by Adani group for enhancing the learning capability of students learning in BMC schools coming from poor families

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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:

Constitution of IQAC

Commmity members

The b.Ed being a very comprehensive calls with various activities. Evaluation mechanism has been designed to get the feedback about all the activities and the performance of student teachers. The details are given below

? At the time of admission

Interview of the students to check the confidence

Talent hunt is conducted to explore the hidden talents

Content test to know the content knowledge

? Evaluation in the middle of term internal test

Terminal exam to know the attainment of objectives. Teacher educators given feedback on student performance. Accordingly they take remediation.

? End of the term

Preliminary exam gives a feedback about the exact position of students. Accordingly the steps need to be take apart from the feedback is taken in formally about b.Ed program course

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2

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

Response:

The Institution reviews the teaching-learning process periodically. This is done in the meeting of teacher educators prescribed by the Principal 02 meeting per semester. In the meeting, the problem pertaining to the teaching-learning process verbally presented by the students is discussed. This are related to course content. It also discussed the problem faced by the vernacular students. We supply translated versions of the notes for the benefit of vernacular language students. In the case of practice teaching the teacher educator themselves prepare the model lesson plan and guide them on how a lesson plan is to be prepared this has given very good feedback from the students. They find it very easy to prepare a lesson plan. In the same way, we give a question bank and discuss the answer to be written for the questions in the question bank. Such strategies by teacher educators have helped the students to achieve 100 % results.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

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: 0.2

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
1	0	0	0	0

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

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: D. Any 1 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

The institution through its internal quality assurance cell has ensured that the teaching-learning the process should be meaningful effective and interesting for the students.

The teacher educators complete they are teaching-learning process in the prescribed time schedule. At the same time, they hold the class test essay test task community work and field visit during the

same time schedule. The students are also engaged in their answer presentation using ICT and other multimedia tools. The session was made very interactive and highly fruitful. The seminars and discussions are very lovely and interesting. The students have completed they are valuation tools on time. Does the institution has always given quality assurance a prime importance for maintaining the standards of the institution.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

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 institution is located in a slum area with space constraints. Since the college is located in a metropolitan city i.e (Mumbai Suburban), where there is a continuous supply of electricity. The question of alternative arrangement is in the process.

The institution is in consultation with the developer in constructing a building for the school and it's affiliated Pal Rajendra B.Ed College. Once this materializes the institution can set up an alternative source of energy in case there is a break in the supply of electricity.

Right now we are in the consultation level speaking with agencies providing alternative sources of energy.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

The institution has not initiated any policy or procedure for the implementation of waste management. There is a continuous removal of waste by the waste management department of BMC. So far the institution did not face any problems in the removal of waste (wet/dry) because of the continuous removal of waste at regular intervals by the BMC.

There is continuous monitoring by the staff of the institution for the removal of waste particularly during

the rainy season to avoid water logging. The management of the institution is always in touch with the official in charge of the waste management department of BMC.

So far we did not faced any problems regarding the removal of waste both wet and dry

File Description	Document
Documentary evidence in support of the claim	View Document

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: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document

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: E. None of the above

7.1.5

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

Response:

The institution has ensured the cleanliness of the institution with the sweepers cleaning the interiors of the classrooms and exteriors as well as the surroundings keeping it clean and tidy.

The institution takes maximum care related to sanitation. This is done to ensure that there is hygienic conditions within the institutional premises. The classrooms are well ventilated keeping them free from pollution. All these steps taken by the institution are to ensure a healthy and hygienic environment on the campus .

The institution ensures a proper monitoring system to keep a watch on the cleanliness within the classrooms and on the campus. It also ensures the sanitation facilities are up to the mark

File Description	Document
Documents and/or photographs in support of the claim	View Document
Link for additional information	View Document

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: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Link for additional information	View Document

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0**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
0	0	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

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

Since the institution is located in the slum area the college has put forth a lot of effort in educating the local community in many ways. The institution has in collaboration with Adani Foundation ensured the enhancement of quality education in first-generation learners and weak students.

The college organized World Tourism Day where the students highlighted the country's beauty and tourist attractions. The college organizes a Swachh Abhiyan campaign every year highlighting the importance of hygienic conditions in the institution and the local area. The college also takes the help of the local groups, NGOs and local leaders in educating the public related to this aspect. The college also organized tree plantations highlighting the importance of the conservation of natural resources. The college also extended help in maintaining proper waste management practices.

File Description	Document
Documentary evidence in support of the claim	View Document

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: C. Any 2 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices**7.2.1**

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

Response:

TOPIC: BEST PRACTICE;- 01

HEALTH AND HYGIENE:

OBJECTIVES :

- 1) To enhance health awareness among the students.
- 2) To provide counseling for various health problems.
- 3) To promote awareness about infectious diseases.

PRACTICE:

There is a need to create awareness about the steps to be taken to maintain good health and hygiene. The college organise a program on how to maintain good intestine health for this a speaker from Yakult India was invited. Yoga and physical training exercises are conducted as a part of the morning assembly

TOPIC: BEST PRACTICE;- 02

TREE PLANTATION PROGRAM:**OBJECTIVES:**

- 1) To plant more trees in the surrounding.
- 2) To create awareness about the environment among the students.

PRACTICE:

- 1) It is the duty of students to plant trees.
- 2) The college organized a tree plantation in the vicinity of the college premises.
- 3) The initiative in this direction was taken by the student council under the guidance of teacher educators.

PROBLEMS ENCOUNTERED:

Since our college is in a slum area and it is flooded during heavy rains this affects the growth of the trees.

O

File Description	Document
Photos related to two best practices of the Institution	View Document

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

The institution's top priority is to prepare the student-teacher to face the challenges of life with confidence. The second priority is to evolve them into them, good teachers. The Co-curricular and extracurricular activities are designed in such a way as to make the student's teachers versatile and be ready to take up the task teaching once they leave the institution.

The institution through its teaching-learning process helps the students understand the core papers and the elective methods. The portion was systematically completed followed by the tasks, essay tests, class tests, projects, community work, TLM, etc. The college also organized various curricular and co-curricular activities as a part of internal assessments. In this manner, the entire syllabus is given top priority and according to portion are completed.

Continued monitoring and evaluation through regular feedback helps the institution to provide timely guidance and make necessary amendments to create a congenial atmosphere for learning for students and teachers. It provides learning resources and forms a study circle.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

- ? The college organisation for irony mahotsav every year along with food court
- ? The college invite a dietician to highlight the importance of intestinal health
- ? Dr Mrs Ashwani karwande who conducted our shop on constructiveism
- ? Every year the college arrange a lecture on constitution inviting and expert from legal field
- ? The college arranges youth day every year inviting a monk from Ramakrishna math

Concluding Remarks :

The management of the institution is making all round efforts to put their dream of constructing a building for schools and colleges. For this they have left no stone unturned to realize they are dream for the better environment of the students and the staff.

Soon it will be a reality