



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

PUSHPANJALI COLLEGE OF EDUCATION

**PUSHPANJALI COLLEGE OF EDUCATION 50 M.G ROAD PAPDY, VASAI DT
PALGHAR MAHARASHTRA PIN 401207**

401207

www.pushpanjalicollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introductory Note on the Institution

Pushpanjali College of Education is located at Vasai in Palghar District of Maharashtra. About 50 km north of Mumbai City, Vasai has transitioned from a rural to a semi urban place in the recent three decades. Despite the onslaught of urbanization, Vasai has maintained its pristine greenery. Flanked by the waters of the Arabian Sea to the west and hills to the east, Vasai is blessed with ample rainfall and fertile soil. It is home to people of different socio-cultural backgrounds. The current population is estimated to be around 16,85,000. The literacy rate of Vasai is around 88.57%. (Data is from website of the local municipal corporation)

The college was established in 1990 to meet the educational needs of the people as there was no B.Ed college in the vicinity and students had to travel more than 30 km to attend colleges in Mumbai city. Pushpanjali College of Education is managed by the Sisters of the Congregation of Carmelite Religious (CCR) who are well known for their contribution to education all over India. They are pioneers in women education in the Vasai-Virar area where the college is located.

Pushpanjali College of Education is permanently affiliated to University of Mumbai and is recognized by NCTE. The college has 2f and 12 B status from UGC. The college is an unaided institution. It has completed three cycles of NAAC and has progressively improved its grades from a B++ (First Cycle) to A (Second Cycle) to A+(Third Cycle). The University results have been consistent with cent percent (or almost cent percent) success each year. The graduates who have passed through the portals of the college are well placed in schools and colleges. A number of alumni serve as Principals, supervisors and coordinators of their institutions.

Vision

The vision of the college is 'Education for the life of the world'.

To meet the vision of the college, learners are equipped with knowledge, skills and attitudes to become effective teachers who can meet the challenges of the 21st century. They are encouraged to be active participants in the learning process and actualize to the best of their potential. The world of today is in dire need of persons committed to human values. Bearing this in mind various activities are incorporated so that students value diversity, promote peace, respect varied views and become harbingers of peace and harmony. Students are encouraged to go beyond the syllabus and explore new realms of the ever-widening learning landscape.

Mission

The Mission statement is **"To impart Liberating, Inspiring, Formative, Empowering Education."**

The mission inspires us to help learners liberate themselves from narrow minded thinking and adopt an egalitarian mindset. The college aspires to inspire and this is reflected in the fact that all endeavours ultimately aim to inspire learners towards life long learning. By formative education, we aim towards providing an

education that will be based on universal values that form a healthy and holistic personality. Education that empowers is geared towards empowering learners with skills to face the world of today, the ultimate goal being that learners empower themselves and are competent to empower others.

The core values that the college adheres to are Commitment to Excellence, Holistic Development, Respect for Diversity, Innovation and Discovery, Concern for Environment.

Our core values propel all our efforts and hence a fine blend of cognitive, affective and psychomotor activities are the key features of the curriculum. Regular feedback and taking proactive steps towards improvement help to be committed to excellence. The college fosters an ethos that values diversity and has many activities to ensure that this diversity is appreciated. Innovation and discovery is promoted by nurturing an ambience where both faculty and students can try out new ways of teaching-learning. The prizes won by the college in this area stand testimony to the fact that innovation is valued. The college is in an area known for its verdant surroundings. We care for the environment and make efforts to ensure that environmental values are promoted.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths of the institution

- Meticulous planning and dedicated deployment of plans
- Supportive management
- Robust use of ICT for curriculum transaction and E governance
- Committed faculty, alumni and students
- Time relevant Value Added Courses conducted
- Spirit of innovation is high
- Conducive physical infrastructure and academic ethos
- Well organised Outreach programmes in collaboration with NGOs
- Leveraging of E platforms in teaching learning
- Good rapport with schools in the vicinity

Institutional Weakness

Weaknesses of the institution

- Being an unaided institution, financial crunch is faced by the college.
- Sponsored research activities need to be enhanced
- Library resources can be augmented

Institutional Opportunity

Opportunities for the institution

- Collaboration with institutes of local and national significance

- Strengthening the existing green initiatives
- Many new schools have begun in the area and hence there is a constant demand for qualified and well-trained teachers
- The college can reach out to more schools and colleges to help them become NEP compliant

Institutional Challenge

Challenges for the institution

- Financial challenges due to unaided status
- Delayed admission procedures due to centralized admissions
- Due to delayed admission the semesters do not align very well with the semesters of the internship schools and this is a challenge while planning internship programme.
- Transiting to Four Year B.Ed programme as per recommendations of NEP 2020

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion One: Curricular Aspects

Meticulous planning of curriculum is followed with the principal, faculty, students, alumni, employers and heads of internship schools contributing to the Curriculum Planning. The syllabus framed by the University of Mumbai is followed by the college. However contemporary documents like NEP 2020, guidelines issued by UGC and SDGs also guide the curriculum planning endeavours. The present and projected needs of students, local, national and global needs are kept in mind while planning the curriculum. Semester wise feedback sought from students is dovetailed into the curriculum planning. Need analysis of newly inducted students is also carried out to include activities that will be beneficial to the students. Curriculum planning meetings supported by ICT facilitate intellectual exchange among the faculty to ensure a robust curriculum. The faculty members prepare the year plan for various courses in the curriculum. Programme Learning Outcomes and Course Learning Outcomes have been formulated and displayed on the website. The performance of students in the Internal Assessment and in the Semester-end University Examinations gives an idea regarding the achievement of the PLOs and CLOs.

Value Added Certificate Courses are designed to meet the changes in the educational landscape. While some of these have been designed and deployed by the college faculty, some courses include inputs by external experts. Students are encouraged to participate in external courses conducted by other universities and government bodies like Central Institute of Education Technology (CIET). Students also participate in MOOCs organised by universities in India and abroad.

Some guiding principles in curriculum planning are

- Students' present and projected needs
- Emphasis on local, national and global needs

- Policies and Guidelines provided by Ministry of Education, UGC, NCTE and Maharashtra State Government
- Emerging trends in education
- CBSE document on 21st Century Learning Skills

The outcome of the meticulous curriculum planning followed by the college is that since the last NAAC accreditation, the college has introduced Value Added Certificate Courses to meet the demands of the times. Curriculum is planned so that students are equipped with knowledge, skills and attitudes aligned to recommendations of NEP 2020.

Teaching-learning and Evaluation

Criterion Two: Teaching-Learning and Evaluation

Teaching -Learning and Evaluation incorporates use of multi modal approaches. Blended learning is duly incorporated and Google Classrooms are leveraged to facilitate 24x7 learning. Takeaways from various philosophies such as constructivism and connectivism influence teaching-learning. All learning experiences are guided by the PLOs and CLOs formulated. Student led seminars, field trips and visits to institutions practicing innovative methods are integrated. ICT is utilized to the fullest by way of E- discussion forums, Open Education Resources, online courses. Multi-disciplinary and interdisciplinary approach is infused wherever possible.

Internship experience in schools affiliated to different Boards of Education is organised. Students are encouraged to use digital and non-digital learning activities and practice inclusivity. The Action Research carried by student-teachers is useful to understand the potential of research.

Skill development and competency building is fostered through Nai talim approach, workshops, interaction with experts. Remedial inputs are provided as and when needed. Curricular enrichment is done through synchronous and asynchronous modes.

Mentoring is regularly followed so that students are able to cope with challenges and approach the given situation with equanimity. Holistic evaluation is a key feature of the college. All internal assessment is done with proper planning. Remedial teaching is provided in case of learners who need the same.

Highlights of Teaching Learning and Evaluation:

- Multimodal approach
- Use of ICT including LMS, MOOCs and OERs
- Comprehensive evaluation of knowledge, skills and attitudes
- Mapping student performance with Learning Outcomes
- Focus on experiential learning during internship
- Encouragement to try innovations in teaching learning
- Reflective practices for all learning experiences
- Dedicated websites created by college to share Years plan and ICT links

The semester wise feedback collated helps to plan better learning experiences. Reflective practices are dovetailed into the teaching learning process so as to help students see the connection with what they learn and

what they are expected to do. A healthy rapport with the faculty is maintained so that students feel free to share their experiences, discuss their views and clarify their queries. It also gives students an ownership in the teaching learning process.

Infrastructure and Learning Resources

Criterion Four: Infrastructure and Learning Resources

The college is well furnished with requisite infra-structure to support the teaching learning and evaluation activities. The campus is wi-fi enabled and classrooms are equipped with LCD and computers. The library facilities are adequate for students, faculty and research scholars. Library lending facilities are through use of library software. Maintenance of physical infrastructure is done regularly. The Computer Laboratory has computers for the students that can be used for research and reference or for participation in Value Added Courses. There are separate method rooms which are used to teach different pedagogy subjects. A playground is available for outdoor games. There is arrangement for conducting yoga in an open space in the college. The premises are clean and conducive for learning. The campus is green and trees that are typical to the locality are found.

E resources are used extensively. The library blog showcases many books, magazines and documents of educational significance. New E books are shared regularly and this is useful to both faculty and students. The college faculty has created Open Education Resources (OERs) on forums such as wikieducator and OER Commons. The college YouTube Channel showcases videos of some events. Links of E content prepared by faculty are shared with students and this helps personal learning.

Highlights of infrastructure and learning resources

- Spacious, environment friendly, clean campus
- Well-furnished library
- Use of library blog for sharing free E books and E journals
- OERs and E -resources created by college
- Google sites and blogs used effectively to support learning

Student Support and Progression

Criterion Five: Student Support and Progression

A number of co-curricular activities are organised to ensure holistic development of the students. These activities are well spaced and help students to imbibe skills in planning and execution. Team building, life skill development, decision making and problem solving are by products of such activities. Students also participate and excel in inter-collegiate programmes. The Placement Cell supports students to get suitable placement. Mentoring for Teacher Eligibility test (TET) is done on a regular basis and many students who appear for the examination qualify in the same. Students are guided and counseled in times of need.

Alumni are very supportive and lend their expertise as resource persons for different programmes. They also support in Placement Programmes.

The proactive Student Council coordinates with the faculty to organize different curricular and co-curricular programmes.

Highlights of Student Support and Progression

- Variety of co-curricular programmes that reflect the socio cultural diversity of India
- Emphasis on skill development that contribute to graduate attributes
- Involved student council
- Support for Placement
- Inputs for TET
- Proactive alumni
- Adequate experiences to develop leadership and shared responsibility

The various activities for student progression and support include cocurricular activities, TET training and Placement activities. Alumni are a strong asset and they support the various activities in the college. The alumni also benefit from programs like TET training. They avail of college facilities when pursuing higher education. The impact of the endeavours towards students support and progression is evident from the fact that there is a sea change observed in the confidence, communication and organizational skills of students when they graduate from the B.Ed programme.

Governance, Leadership and Management

Criterion Six: Governance and Leadership

Visionary leadership is the corner stone of the institution. Decentralisation and participatory measures are followed. A strategic plan for five years has been finalized based on the core values as commitment to excellence, holistic development, respect for diversity, discovery and innovation and concern for environment. The goals of the institution ensure academic quality and capacity building for all. Fostering partnerships and community engagement and being proactive and committed to innovation are also the hallmarks of the institutional goals.

E governance is followed wherever possible. The faculty participates in many workshops and seminars leading to their development. Annual appraisals of faculty and non-teaching staff are conducted.

The IQAC is committed to paving the way for incremental improvement leading to excellence. Many programmes for the students and faculty are organised under the aegis of the IQAC. AQARs have been submitted on time to NAAC. Periodic reviews are held to align the institution's efforts with the strategic plan drawn. The IQAC also mentors newly inducted faculty to help them understand the core values to which the institution is committed. The College Development Committee (CDC) provides support to ensure that institutional quest for quality is duly achieved.

Highlights of Institutional Vision and Leadership

- Transparency in all procedures
- Decentralization and participatory approach
- Supportive management
- Visionary College Development Committee

- Committed and proactive IQAC
- Use of E Governance wherever possible

Institutional Values and Best Practices

Criterion Seven: Institutional Values and Best Practices

The institution is mindful of the changing socio- cultural –economic milieu and is responsive to urgent issues like environmental sustainability, gender equity, inclusiveness. Local, national and global landscapes are borne in mind and efforts are made to contribute to making the world a better place. This aligns with the vision of the college ‘Education for the life of the world’.

In the past three years, NEP 2020 has been the driving force for many educational endeavours. The college closely follows the efforts of the government in this respect and carries out activities that match with NEP 2020 recommendations.

Environmental issues, especially at the local level, have been closely analysed so that one can contribute to reducing damage and preventing further environmental degradation. There is focus on gender equity and efforts are made to enlighten students about various empowerment schemes. Inclusivity in education is also emphasized and students are sensitized to the same so that they become teachers who practice inclusivity.

Highlights of Institutional Values and Best Practices

- Focus on environmental and social values
- Emphasis on training for inclusivity in education
- Action Programmes for NEP 2020 are initiated
- Leveraging of E power to Empower

Research and Outreach Activities

Criterion Three: Research and Outreach Activities

Research culture is encouraged. The faculty has carried research on time relevant topics and presented papers on the same at conferences. Students carry out Action Research and to guide them in this process regular inputs for Action Research are organised. Students also present their research findings during the annual research paper reading. The library blog has many resources to guide regarding Action Research. Students have presented their research work at intercollegiate forums and won recognition for the same.

Innovative practices are always encouraged and the efforts of the faculty and students in this arena have been recognized at inter institutional platforms. Between 2018 and 2022, six innovative endeavors by students have won prizes. On two occasions the innovative ideas of a faculty member have been acknowledged in inter institutional competitions. Students have worked on recommendations of NEP 2020 to infuse learning in a stress free environment.

Community work is done in collaboration with NGOs that work in environmental sustainability and inclusiveness in society. Students render service to inmates of orphanages, old age homes and vocational

centres for the differently abled. Beach cleaning, efforts to reduce use of plastic and mangrove conservation are some regular programmes conducted under outreach activities. Students visit a rural community centre to conduct life skills programmes for the youth.

Highlights of Research and Outreach Activities

- Research paper publications by faculty
- Time-relevant action research by students
- Focus on innovation in education
- Outreach programmes aligned to local needs.
- Linkages with schools and colleges to promote education that aligns to local and global needs

Since the last NAAC accreditation, seven MoUs have signed and different activities have been undertaken under the same. The college has association with NGOs concerned with environmental issues and empowerment of marginalized groups. The experience gained by collaborating with these NGOs sensitizes students to their role of being agents of change. The students gain a sound understanding of action research fostering a problem-solving attitude. The faculty and students delve into new ways of teaching learning and thus a spirit of innovation is maintained.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PUSH PANJALI COLLEGE OF EDUCATION
Address	Pushpanjali College of Education 50 M.G Road Papdy, Vasai Dt Palghar Maharashtra Pin 401207
City	Vasai
State	Maharashtra
Pin	401207
Website	www.pushpanjalicollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sr. Delicia Fernandes	0250-9175745078	9175745078	-	pushpanjali1990@y ahoo.co.in
IQAC / CIQA coordinator	Agnes Dcosta	-	9702949549	-	adcosta65@gmail.c om

Status of the Institution	
Institution Status	Private and Self Financing

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	Christian minority
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	04-03-2010	View Document		
12B of UGC	21-12-2013	View Document		
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	07-04-2017	78	

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	Pushpanjali College of Education 50 M.G Road Papdy, Vasai Dt Palghar Maharashtra Pin 401207	Semi-urban	2.259	2055.98

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, Bed Teacher Education, Education	24	graduate	English	50	31

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				2				5			
Recruited	0	0	0	0	0	2	0	2	0	3	0	3
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	1	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	2	4	0	6
Yet to Recruit				1
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				0
Recruited	0	0	0	0
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	2	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	3	0	3
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	1	0	1
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	

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	1	1	0	0	2
	Female	71	8	0	0	79
	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	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	3	3	3	1
	Others	0	0	0	0
General	Male	2	2	6	8
	Female	76	94	88	89
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		81	100	98	98

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The B.Ed programme is an interdisciplinary programme. Courses like Environmental Education are correlated to Science. Statistics is an integral part of Action Research. Students are made aware of contemporary topics like Intellectual Property Rights, Artificial Intelligence, Virtual Reality and Augmented Reality. Educational Technology is integrated into all theory and practicum work. Community engagement is part of the Project Based Courses for Semesters One and Four. Students have carried out Action Research based on the recommendations of NEP 2020. Values are embedded in all activities such as assemblies, internship lessons and cocurricular activities . The</p>
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	<p>syllabus followed is as prescribed by the University. However many curricular inputs (like Art and Drama in Education, E content Development, Counselling , Community Engagement, Research work) are dovetailed into the syllabus to make it holistic and multidisciplinary. Expert lectures and Value Added Courses lend the multidisciplinary dimension to the curriculum followed. Once the University of Mumbai implements the Four Year Integrated Teacher Education Programme, the college will delve into how the same can be actualised.</p>
2. Academic bank of credits (ABC):	<p>Students have been oriented to the need and importance of ABC. They have created their DigiLocker accounts and done the needful regarding generating the ABC id. The college has sent the data of students ABC details to the University of Mumbai. As and when the new batch of students is admitted a detailed demonstration is given regarding the Digi Locker and Meri Pehchaan portals and students are guided to create their ABC ids.</p>
3. Skill development:	<p>B.Ed is a programme geared to gaining professional skills. For augmenting Vocational Skills following programmes have been conducted • Value Added Certificate Courses in E Content Development, ,Apps in Education • Value Added Certificate Course in Communication Skills • Value Added Certificate Course in Mental Health of Secondary School Students • Training for Teacher Eligibility Test • Training for Placement • Workshops in Artificial Intelligence, Stress Management, Critical Thinking, Differentiated Instruction, Yoga, creating Google Sites • Workshops in Teaching Skills, Preparation of robust tests and evaluation tools • Action Research 21st century skills like critical thinking, creativity, communication and collaboration are duly emphasized through all activities. VENTEL approach (Vocational Education, Nai Talim and Experiential Learning) is integrated into the internship lessons.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college stresses upon the rich heritage of India and works towards creating awareness of the vast wealth of Indian Knowledge systems. The medium of instruction is English however due importance is given to Hindi and Marathi . Celebration of days such as Hindi Day, Marathi Rajbhasha Diwas, Bhartiya Bhasha Din helps students to respect and appreciate the linguistic heritage of the country. Indian culture is</p>

	<p>showcased through the celebration of all festivals and days of cultural , national and local significance. The college is located in the district of Palghar which is a tribal district. The local tribal art like Warli painting, indigenous technical knowledge practices especially with respect to agriculture, water conservation and traditional medicine are elucidated through suitable platforms. Students take up assignments on indigenous practices. A self study course on Indian Knowledge System is under construction. Yoga workshops are conducted to emphasize holistic health.</p>
5. Focus on Outcome based education (OBE):	<p>The college has designed Programme Learning Outcomes(PLOs) and Course Learning Outcomes(CLOs) . The performance of students at theory examination and project based courses indicates the extent to which these PLOs and CLOs are achieved. The PLOs and CLOs are duly displayed on the college website and are examined at the end of the year so that remodeling and restructuring of the further curriculum can be done. All faculty members are oriented to Outcome Based Education. Bloom’s Revised Taxonomy forms the basis to plan learning inputs Care is taken to ensure proper blend of knowledge, skills, attitudes and values. Variety of learning experiences both online and offline are blended to make OBE meaningful. Along with faculty inputs, input from experts is also incorporated. The e-library provides many resources to support OBE. Value Added Certificate Courses, Internship, Community engagement, Action Research and participation in workshops are means to capture OBE. Students are encouraged to participate in student led seminars and share their expertise with their peers. Case study based learning, role plays, use of online discussion boards, field visits are some approaches used for curricular transaction. All these are designed bearing in mind the PLOs and CLOs. Summative and formative assessments are an integral part of the teaching learning process.</p>
6. Distance education/online education:	<p>Blended Learning is an integral part of all Curricular Courses transacted. The institution has a robust repository of E resources. Platforms like H5P, OER Commons, wikieducator , Wordwall, Kahoot etc are used to the same. The resources have been prepared by faculty and students. Students develop and use E resources in their internship. The college trains the</p>

	<p>students for the same through the Value added Certificate courses and through the Ability Course Critical understanding of ICT in Education. Highlights of Online Education for 2022-23 are A Value Added Course on Mental Health of Secondary School Students was conducted using canvas.instructure platform. Students successfully completed online training programmes organised by SNTD Women's University's Dept of Educational Technology and Central Institute of Educational Technology (CIET). An online course on Mindfulness organised by IBM was completed by students. All courses use a blend of face to face and online learning experiences. (Details can be accessed at https://sites.google.com/pushpanjalicollege.com/pecurriculum/home)</p>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes . The college has a functional Electoral Literacy Club.
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?	The ELC has student coordinators and faculty coordinator appointed by the college. The ELC is functional and representative in character as all students are members of the ELC.
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.	Students have spread awareness of need for voting. They guide people in their neighborhood regarding registering for Election cards. Voter awareness campaign was carried out within the college. Emphasis on ethical voting was promoted. An online poster designing to spread voter awareness was held. 25 January was observed as National Voter day.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Last year E posters were made by students to spread awareness on duties of voters. Democratic values are an integral part of the internship lessons given by students.
5. Extent of students above 18 years who are yet to be	Almost all students have their voter cards . Few

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.

students do not have their voter cards and have been guided to procure the same before the coming elections.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	100	98	98	99
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
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..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
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..

2022-23	2021-22	2020-21	2019-20	2018-19
49	50	48	50	49
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
48	50	48	50	49
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
81	100	98	98	99
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	8	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..

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

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)..

2022-23	2021-22	2020-21	2019-20	2018-19
19.703	7.856	4.538	8.968	23.224

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

3.2

Number of Computers in the institution for academic purposes..

Response: 22

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:

Planning of curriculum: The curriculum is planned at the start of the academic year. This is done in synchronisation with the curriculum prescribed by the University. Predefined Programme Learning Outcomes and Course Learning Outcomes guide the curriculum transaction. The Principal, faculty and student representatives participate in curriculum planning process. Experts in the field of education, alumni, employers and teachers of internship schools are also involved as their views are solicited. The curricular plans are approved by the Principal. Curriculum planning meetings are held before the commencement of each semester. ICT is used to disseminate circulars and documents that will foster critical thinking necessary for robust curriculum planning. This is done prior to curriculum planning meetings so that an enriched curriculum can be designed.

Review of curriculum is taken up during faculty meetings and necessary changes are incorporated. Student feedback collected at the end of each semester also helps to make necessary changes to the curriculum and modes of curricular transaction. The mode of transaction of curriculum is duly considered depending upon the situation. Mid-term modifications if any are communicated to faculty and students. Major policy decisions by the government, documents published by government and various education related websites like NCERT, Ministry of Education are referred to make the curriculum relevant.

Adapting curriculum to local context: Needs of students are also borne in mind while deciding the curriculum. The local context is kept in mind and relevant topics are dovetailed into the curriculum. For example, local environmental issues are integrated into the curriculum. In the few years, schools of different Boards of Education have started in the locality. Hence emphasis on the nature of education in different boards is now an integral part of the curriculum. Internship lessons too are spread across schools affiliated to different boards. Emerging trends in the educational landscape such as Artificial Intelligence, E Content Development etc are considered during curriculum planning.

Thus curriculum planning, review and adaptation is done keeping the prescribed curriculum as well as present and future needs of the learners and society.

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
Paste link for additional 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: B. Any 4 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
Any other relevant information	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: C. Any 2 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
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	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: 61.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	14	14	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	21	21	21

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](#)

Paste link for additional information

[View Document](#)

1.2.2

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

Response: 2.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	5	1	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	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: 53.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	50	98	50	25

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

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: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	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: 29.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	54	59	9	0

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Paste link for additional information	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:

- **A fundamental or coherent understanding of the field of teacher education** – Student induction programme (on the lines of Deeksharambh proposed by UGC) is carried out for the newly admitted students. Prior to commencement of each semester, an orientation programme is organised to give students an overview of Theory courses, Project based courses and Ability Courses in the semester. Contemporary changes in education due to NEP 2020 are duly integrated into the curriculum thus making Teacher Education relevant to the present and future needs. Practical exposure in the form of field visits, internships, workshops help to make the Teacher Education programme effective.
- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization** – The curriculum is guided by the TPACK Model (Technology knowledge, Content knowledge and Pedagogic knowledge). A thorough study of the syllabi of different Boards is encouraged so as to understand the content across various stages of education. Content enrichment programme promote in-depth study of school syllabi. Students practice different learning approaches and integrate multi modal learning activities that are suited to needs and interest of learners. Mentoring by school teachers also helps to imbibe skills needed for different levels of school education.
- **Capability to extrapolate from what one has learnt and apply acquired competencies** – Learning output is an integral part of all learning activities. Skills in E Content Development help students to prepare E resources which are used in internship. Classroom management skills and skills in lesson planning are reflected during internship lessons. Students develop competencies in evaluation and these are useful in formative and summative evaluation organised during the internship lessons. Communication skills, leadership, planning, presentation skills are integrated into the various curricular and co-curricular activities. Students are guided regarding teacher's role as a reflective practitioner and this is reflected through the Action Research carried out by students.
- **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.** – A Value Added Certificate Course on Barefoot Counselling is conducted to develop essential self-awareness and self-management skills. Critical thinking is fostered through assignments, discussions, E forums, student-led seminars and research. Negotiation and Communication skills are infused through team based activities like co-curricular programmes, internship and community work. Field visits and visits to community centres foster empathy. A sense of social responsibility is ingrained through community based action programmes. A judicious blend of activities catering to cognitive, affective and psycho motor domains helps to build different skills and competencies.

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
Any other relevant information	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:

Learning through theory courses: The B.Ed curriculum has some theory courses that help students to be familiar with the diversity in school system in India. Courses like Educational Management (Semester 2), Assessment for Learning (Semester 3), Contemporary India and Education (Semester 4) have content that helps learners analyse the nuances of different boards. While planning the curricular transaction for the above mentioned courses, care is taken to ensure that the special features, assessment patterns and norms of these Boards are well understood.

Internship experiences: Internship is arranged in schools of Maharashtra State Board and CBSE Board. Students give internship lessons in both types of schools and thus have experience of the curriculum followed. Interaction with the teachers also helps to understand the working of different boards. A visit to an ICSE school is organised each year and students closely examine the working of these schools to understand the requirements of different boards.

Learning from in-service teachers: A panel discussion is organized with teachers who are working with schools affiliated to different boards. They share their experiences highlighting the curriculum and evaluation pattern followed. They also share the different methods followed in their schools.

Web safari of Boards: Students are encouraged to visit the official websites of SSC, CBSE, ICSE boards and analyse the various aspects showcased. Links of relevant websites and videos are shared on the library blog and this helps to get a deeper understanding of the working of boards. The syllabi of different boards are also explored.

Assignments undertaken: Students also take up assignments to compare the different boards and study the evaluation pattern in different countries thus giving them a wider perspective of the working of different boards.

Exploring research studies and articles: Research papers based on comparative studies related to different boards of education are also shared on the library blog. Students study the papers and share their findings in the class.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	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 college believes that an intricate relationship exists between various aspects of the learning engagements. These can help to get ready to enter the professional field with a sense of purpose and confidence to achieve one's goals. The efforts made by the college in this direction include:

1. **Fostering robust theory practical connection:** 18 weeks of school internship gives experience in teaching-learning, evaluation and classroom management. Assignments based on practical issues are undertaken.
2. **Focus on 21st century learning skills:** 21st century learning skills such as critical thinking, collaboration, creativity and communication are emphasized through various curricular and co-curricular activities that include Group work, role play, dramatization, small group discussions and student led presentations
3. **Multidisciplinary approach is encouraged:** Lectures by experts, action research, self study are some means to help students immerse in the multidisciplinary nature of the B.Ed course
4. **Emphasis on Holistic Assessment:** Students are prepared for holistic assessment and are exposed to different evaluation tools and techniques aligned to the patterns followed by different Boards of Education.
5. **Promoting Reflective Practices:** Reflection is encouraged after lessons and other activities to gear students towards accepting responsibility for one's own improvement
6. **Research Experience:** Student-teachers undertake Action Research on pertinent issues and learn how to carry out systematic research to investigate a situation and bring about transformative change.
7. **Promoting Inclusion:** Student teachers are oriented to inclusive practices that need to be incorporated. Interaction with experts in the field of Inclusive Education help to develop empathy and work with sensitivity.
8. **Focus on higher objectives of Bloom's Taxonomy:** Efforts are made to help students cater to the higher objectives of Blooms Taxonomy by including activities for evaluating and creating. Efforts are made to balance the objectives of cognitive, affective and psychomotor domains as

this will help to see the interconnectedness of various learning engagements.

9. **Social commitment through outreach programmes:** Outreach programmes focus on local, national and global needs and are useful to make student teachers aware of their role as architects of society. Wherever possible the connection with Sustainable Development Goals is emphasized.
10. **Attuning to national goals of education:** With the introduction of NEP 2020, the college has consciously worked towards equipping student teachers with competencies needed to translate NEP 2020 into action. The five pillars of NEP 2020 viz Access, Equity, Quality, Affordability, and Accountability guide the various experiences organized for student-teachers.

The meticulous planning before the commencement of each semester, mid term interventions as per the situation and the end of semester feedback help to ensure that the various learning engagements augment each other.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	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: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	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: 95.2

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: 4.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	4	1	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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	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:

Students are admitted on the basis of the Common Entrance Test (CET) conducted by Maharashtra CET Cell. Once admitted, the college identifies their initial learning needs by analysis of their Graduation/post-graduation scores, the scores obtained in the CET, scores obtained at the ELCT (English Language Test). Interaction on one-to-one basis with students gives insights into the communication skills of students. Students fill in a survey in which their strengths and areas of need are self-disclosed. Before they embark on their internship programme, they undergo a content enrichment course and also give few lessons in

peer groups. These activities help the faculty to know about their teaching skills. Thus, their different learning needs in terms of content mastery, pedagogical skills and technological competencies are identified. Based on the same academic support is provided to students to build their strengths and overcome their gap areas.

Some of the activities done in this regard are

1. **Content Enrichment programme** to help students master the content they will require during their internship lessons. This includes face to face interaction to help students gain a thorough understanding of the content. Special worksheets, online tests and material is also provided so that the students understand the content well. Books of different boards are available in the library. Links on the college library blog also help in content enrichment.
2. **Teaching Skills Development Workshop**- In this workshop students learn and practice various skills needed for effective classroom management such as skill of Set Induction, skill of questioning and probing, skill of using a chalkboard, skill in use of examples, skill of explanation, skill in using learning resources. Feedback is provided on a one to one basis and this helps students understand where they need to improve their skills.
3. **Planning workshops** –these include formulation of learning outcomes, planning lessons, planning differentiated learning activities, content mapping, planning effective evaluation. Sample plans are provided to understand the finer aspect of planning
4. **Communication skills** –Students are helped to be fluent at communication through workshops for effective communication. They also build their communication skills through participation in assembly, anchoring programmes
5. **Technological Skills** – Intensive training through Value added Courses trains students to effectively use technology for research, for content clarity and technology for teaching and evaluation

All above activities are spread throughout the First Year of B.Ed and the students gain skills in content-pedagogy-technology thus providing them a firm base to have a successful internship.

If students experience difficulty at any stage then personal mentoring is provided so that they can overcome the difficulty. Senior students mentor the newly admitted students and provide insights regarding how one can navigate through the B.Ed programme successfully.

Thus a systematic three pronged approach of need analysis, providing supportive inputs and mentoring is used to identify students' learning needs and help them achieve the same.

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
Any other relevant information	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: B. Any 4 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: As an institutionalized activity in accordance with learner needs

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: 13.5

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
Any other relevant information	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:

The faculty adopts a variety of approaches to transact the curriculum. This includes

Experiential learning: Experiential learning is fostered through internship during which the students get experience in planning and executing teaching-learning and classroom management. They try innovative techniques to transact content. They administer tests, give assignments and thus get an idea of evaluation. Interaction with the school teachers, shadowing school teachers and assisting them in the administrative and academic work gives a glimpse of the responsibilities to be handled by teachers. Experiential learning is also fostered through outreach programmes where student- teachers work with institutions involved in community work.

Participative learning: Participative learning is encouraged through collaborative activities like group discussions, seminars, co-curricular activities, action research. Workshops are organized on various topics pertaining to academic and co-curricular aspects thus lendign a participative angle to learning.

Brain storming: Brain storming is part of the lectures and this is promoted through face to face mode as well as through online forums like Jamboard, Ideboardz, Padlet and other platforms.

Problem solving methodology forms the basis for action research projects where students formulate research questions, plan and execute their action and gather data to find viable solutions to pedagogic issues.

Focused group discussion is used for analyzing problems, discussing issues and discussing internship lessons. This helps in getting enriched views and also helps to examine a topic from multiple perspectives.

Online mode of teaching learning: Online mode has always been promoted to encourage 24 x7 learning. Students undertake MOOCs for learning beyond the prescribed curriculum. The faculty has created MOOCs for self-study. Use of Google Classroom as an LMS, use of online tools for interactive learning, use of library blog to share relevant resources. Webquests, OERs and creating and sharing videos for self-learning are some of the avenues of online learning tried successfully by the faculty.

While planning the curriculum transaction for each course the faculty tries to include a blend of learning activities so that learner diversity is respected. Theory practical connections are emphasized and multi-disciplinary connections are reinforced.

The rationale for the use of the above mentioned multi modal learning strategies is based on the Theory of Connectivism (given by George Siemens and Stephen Downes) which states that knowledge is drawn from a network of nodes and connections. Learning thus becomes a process of creating connections and being able to traverse through these nodes. The TPACK Model which emphasizes Technological-Pedagogical- Content Knowledge also motivates the efforts to ensure multi modal learning.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	8	7	7

File Description	Document
Data as per Data Template	View Document
Any other relevant information	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: 81

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
Any other relevant information	View Document
Any additional Links	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: A. Any 4 or more 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
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

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

Response:

Mentoring is an inbuilt aspect of the institution's working. Each faculty member has a group of 8 to 10 students who are mentored during the internship programme. Students are mentored by the faculty in charge of pedagogy courses. General mentoring is done for various aspects like internal assessment, action research, placement, participation in self-study courses, co-curricular activities and community work.

Mentoring w.r.t working in teams: Most of the co-curricular activities are team based. Since students come from diverse sociocultural backgrounds, they need mentoring regarding how to work in coordination to get the best output. Skills like conflict resolution, listening to others, decision making help them resolve differences amicably. Team work is fostered through the internship programme where students work together for joint programmes hosted in the internship school.

Mentoring for dealing with student diversity: Students are oriented to individual differences, multiple intelligences and identification of learners with challenges. Workshops are arranged for creating individualized educational plans. Students are also taught to plan for differentiated instruction.

Mentoring regarding conduct of self with colleagues and authorities: Students are oriented to the code of conduct to be followed in college as well as at internship schools and community centres. This offers them sound advice regarding how needs to conduct oneself when interacting with others. General instructions on etiquette are part of the morning assembly.

Mentoring regarding balancing home and work stress: To maintain a balance between home and work life, regular inputs in life skills are given. Stress management workshops are conducted. The Certificate course on Counselling skills also has inputs that help students imbibe skills to maintain a work life balance. The Counselling Cell of the College offers advice on a one to one basis for students who might face a problem that is an impediment in work life balance. Faculty members have a robust rapport with students and students generally feel comfortable to share difficulties they face. In such cases the faculty members help them find solutions to the problem and resolve the situation.

Mentoring to keep students abreast with recent developments in education and life: Interaction with experts, workshops and guest lectures on topics like NEP 2020, Artificial Intelligence, Virtual Reality and Augmented Reality help students to immerse themselves in the modern developments in education. Students are guided to participate in MOOCs and training by organisations like CIET, NCERT which help to learn about contemporary happenings in education. The library blog regularly features E books and articles related to recent developments in education.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	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: A. Any 5 or more 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
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

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

Response:

The perspective plan of the college is based on the core values -**Commitment to Excellence, Holistic Development, Respect for Diversity, Discovery & Innovation and Concern for Environment**. These core values guide the four goals envisioned (i) **ensuring academic quality** (ii) **capacity building for all** (iii) **fostering partnerships and community engagement** (iv) **being proactive and committed to innovation**.

To ensure that these goals are achieved, creativity, innovativeness, critical thinking, empathy and life skills are all seamlessly ingrained into the teaching- learning process. The multimodal approach followed ensures that variety of activities are conducted. Discussion and brain storming foster critical thinking. Students are encouraged to explore creative ways during their internship lessons. Co curricular activities are also a platform to showcase creativity. Participation in college level and inter collegiate activities is conducive to innovativeness. The college has leveraged the potential of ICT to hone the creativity and critical thinking of students. Empathy, concern for community, sensitivity to social issues are embedded in the outreach and community work organised. Problem solving skills are nurtured through action research. The following paragraphs describe in detail two cases highlighting how the teaching learning process caters to these vital skills.

Nurturing creativity through VENTEL activities: VENTEL stands for Vocational Education, Nai Talim and Experiential Learning. Students incorporate activities based on the same in their internship lessons. Thus each student gives about 6 to 8 lessons based on VENTEL activities. The activities are based on local craft or they include making eco-friendly items of daily use. These activities are conducted to emphasize craft based education and help students see the connection between education and work. This has been a thrust area of the NEP 2020 which emphasizes bridging the gap between academics and vocation. Some areas covered by students during their internship included making craft articles using local materials, cycle repairing, tailoring, growing kitchen gardens, book binding, making cards using local art forms, making nutritious food items, food preservation and making eco-friendly pesticides from neem. The college submitted a VENTEL action plan to the Mahatma Gandhi National Council of Rural Education, Dept of Higher Education, Govt of India. So far more than 150 student teachers have given about 1000 lessons based on VENTEL activities thus reaching out to hundreds of school students.

The impact of this practice is that student-teachers bring a blend of cognitive, psychomotor and affective domain objectives while planning and executing lessons based on VENTEL activities. School students who participate in these activities develop respect for work and see the connection between the world of work and their learning.

Nurturing intellectual and thinking skills: Intellectual and thinking skills must form the bedrock of any educational approach. The teaching learning process incorporates thinking and intellectual skills by including approaches that are rooted in academic rigor. Discussions are encouraged through various forms. Focus group discussions, online discussions, participative interaction are dovetailed into the learning process. Online fora like IdeaBoardz, Padlet, Jamboard and Parlay Ideas have been successfully

used to stimulate intellectual discourses. Action research is another platform for students to apply their intellectual skills and come up with solutions for felt needs. Students are given freedom to try innovative ways. They are encouraged to showcase the same through their lessons and by participating in intercollegiate events. The college teams have won prizes in 2019, 2021 and 2022 for their innovative practices showcased at Homi Bhabha Centre for Science Education. Three students have won prizes at inter collegiate competitions for their innovative ideas in online learning.

The impact of the use of intellectual and thinking skills in the teaching learning process is evident from the level of student interaction and also the quality of their own learning output in the form of lessons delivered, action researches undertaken and innovative ideas presented.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	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: B. Any 6 or 7 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
Any other relevant information	View Document
Link for additional information	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: B. Any 6 or 7 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
Link for additional information	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: B. Any 3 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: A. All 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: A. All 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
Any other relevant information	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: A. All 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: B. Any 3 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
Any other relevant information	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Selection of schools for internship: Schools are selected on basis of the strength of the school, type of board of affiliation and proximity to the college. The faculty members approach the school principal and discuss the internship schedule such that it is a suitable time for the school and the college to conduct the internship.

Orientation to school principal and teachers: The principal and school teachers are given a briefing about the nature of internship and the kind of proposed activities. Schools also communicate their expectations. The school calendar is considered so as to align internship activities with the school's proposed plan of action.

Orientation to students going for internship: Students are oriented by the faculty in charge of internship programme. They are oriented regarding the code of conduct to be followed, the number of lessons to be given, assessment work to be done. They are also guided regarding engaging the students meaningfully during the proxy lectures assigned to them. Students are informed about the child protection policy that the schools follow.

Defining the role of teachers of the institution: The faculty of the college has a well-defined role which includes mentoring students of the internship group, preparing their timetable and guiding all internship activities. A supervisor from the faculty is present for evaluation of every lesson. Detailed feedback is given to students. The school teachers also evaluate few lessons to give comprehensive feedback to students. Each student teacher is assigned one school teacher as mentor and this mentor guides the internee about the documentation process in school and offers other useful guidance regarding academic and other duties of teachers.

Streamlining modes of assessment: Assessment of lessons is done by the teacher educator. A few lessons are also evaluated by the school teachers. All assessment uses structured tools in the form of descriptive rating scales. An overall comprehensive evaluation is also carried out at the end of the internship programme.

Exposure to variety of school set ups: Internship is arranged in SSC Board schools and CBSE schools so as to give students an experience of variety of boards. An annual visit is conducted to ICSE schools to study the working of the same. Besides the above experiences, students interact with teachers teaching in schools affiliated to IB and IGCSE Boards. The library blog also has links to syllabi of different boards so that students understand the working of these boards.

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

2.4.9

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

Response: 8.17

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: A. Any 8 or more of the above

File Description	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
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The internship is closely monitored so as to ensure that the objectives of the internship experience are duly met. The success of the internship is the joint efforts of the teacher-educators, student-teachers,

school principal and school teachers.

Steps taken to ensure the success of the internship programme include

- Planning of internship during curriculum planning meetings
- Detailed orientation before internship for each semester
- Use of technology to have proper coordination within the internship group, to coach internship lessons and share resources
- Allotting school teachers as mentors to internees
- Detailed planning with school principal and supervisors to give maximum learning experiences to the internees
- Structured feedback from teacher educators, school teachers and peers

The roles of the persons involved in the internship are given below

Role of teacher educators

- The teacher educators coordinate with the school principal/ school supervisor to chalk out a plan for internship.
- The timetable for lessons is prepared by the teacher educator, student leaders and is approved by the school principal/ supervisor so as to coordinate with the planned school activities
- The teacher educators coach students for the internship lesson.
- They supervise the lessons and offer detailed oral and written feedback using a structured evaluation tool.
- Besides lessons, internees also participate in school activities and this is done under the mentorship of the teacher educator

Role of student teachers

- Assisting the group leader and teacher-educator to prepare the plan for internship
- Collecting units for lesson, preparing lesson plans, preparing learning resources and conducting lessons
- Conducting various cultural activities and school assemblies under the mentorship of school teachers
- Assisting during sports and PT periods
- Assisting the school teachers in assessment work, invigilation, laboratory work
- Conducting a unit test in the chosen pedagogy
- Conducting activities during proxy periods
- Providing group guidance on topics such as study habits, hygiene, electoral literacy etc
- Conducting action research
- Conducting sessions on life skill education, career counseling, civic responsibilities etc
- Maintaining a daily reflective journal

Role of school principal

- Helping the internship group coordinate with school teachers to have a beneficial internship experience
- Permitting use of school resources for effective internship

- Providing group guidance to the internees regarding class management

Role of school teachers

- Assigning units to internees for their lessons
- Observing students-teachers' lessons and offering constructive feedback
- Guiding internees during curricular activities
- Guiding internees about documents to be maintained by school teachers
- Coordinating with internees to conduct co-teaching lessons

Role of peers

- Working in a team to prepare the timetable
- Working in a team for group activities
- Offering constructive feedback to peers after observing their lessons
- Supporting peers who may face challenges during internship

There is high degree of role clarification. The teacher educator in charge of the group is the link between the school authorities and the internees. She monitors the daily activities and also has regular meetings with the group to help resolve any difficulty faced.

Feedback is solicited from the school principal and this helps to plan the forthcoming internship programmes.

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: A. All 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: B. Any 4 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: 85

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	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:** 58.82**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 4

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:** 10.83**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 65

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:

Teachers keep themselves professionally updated through variety of ways. These include attending courses, seminars and conferences. Teachers contribute research based and conceptual papers to journals. The library blog has many resources for teachers to peruse through. In the past few years many changes have been ushered in due to the NEP 2020. Teachers have taken efforts to read and reflect over the various documents and programmes announced by the Government of India in this regard.

In house discussions on current developments and issues in education: The College organizes

sessions on current development in education. During the last five years, sessions arranged were as follows

1. Interaction with Prof. Marissa Rollnick of Marang Centre for Mathematics and Science Education, University of Witwatersrand, Johannesburg, South Africa on 7 January 2020 on the topic Teacher Education in South Africa
2. During the lockdown all faculty members attended many workshops to become adept at E Learning. They also attended webinars on topics pertinent to education.
3. On 18 August 2020 the faculty attended a workshop on Virtual laboratories and on 20 August 2020 the faculty attended a workshop on Augmented Reality and Virtual Reality. Both the workshops were organized by the college.
4. On 3 July 2021 and 10 July 2021, the college organized workshops on Activity based online learning. The faculty attended the same. These workshops were organized in collaboration with Homi Bhabha Centre for Science Education, Mumbai.
5. On 22 September 2021, the faculty attended a lecture on NEP 2020 by Dr Agnes Dcosta.
6. Session on emerging areas like Artificial Intelligence, Robotics, Virtual Learning and Augmented Reality was conducted on 2 May 2022.

Sharing information with colleagues and with other institutions on policies and regulations:

1. A session on UGC Regulations to convert HEIs to Multidisciplinary institutions was organized for the faculty on 8 September 2022.
2. A NAAC sponsored National level webinar on NEP 2020 was organized on 15 Sept 2022. All the faculty members participated in the webinar.
3. On 4 March 2023, the IQACs of St. Teresa's Institute of Education, Santacruz and Pushpanjali College of Education, Vasai jointly organised a webinar on the theme 'Preparing for the 4th cycle of NAAC Accreditation'.
4. On 6 May 2023, an international webinar 'Revisiting Education – Holistic Development through Empowered Minds' was jointly hosted by the Alumni Associations of St. Teresa's Institute of Education, Santacruz and Pushpanjali College of Education. The webinar was a platform to learn about important documents like UNESCO's Happy School Framework.
5. As part of quality assurance initiatives, discussions on Curriculum planning and Teaching, learning and evaluation have been carried out amongst the college faculty. Similarly, UGC documents like the National Credit Framework have been discussed.

Other than the above-mentioned programmes, the faculty also benefits from the information about various documents related to changes in education that are shared on the library blog.

File Description	Document
Documentary evidence to support the claims	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The Continuous Internal Evaluation pattern followed is as prescribed by the University of Mumbai. The components include Essays, Assignments and Class tests for each theory course. The total weightage for these is 40 marks per course. The semester wise Continuous Internal Evaluation for Project Based Courses is as follows:

Semester One: Co-curricular activities (30 marks) and Community Work (20 marks)

Semester Two: Internship (100 marks) including five internship lessons, observing peer lessons, shadowing school teachers and observation of school activities

Semester Three: Internship (200 marks) including 10 lessons, 2 theme based lessons, 3 co teaching with school teachers, administration and analysis of unit test, maintaining reflective journal

Semester Four: Total 150 marks including lessons, reflective journal, action research, preparing learning resource and community work.

The students are oriented about the Continuous Internal Evaluation pattern before each semester. All dates for assignments, essays and class tests are communicated in advance. Assessed answer scripts are handed over to students for perusal. If there is any query, students approach the assessor and seek clarification. If required a re-test is administered to the students who may not perform well.

Students choose assignments that involve library study, field work and web-based research. They are given adequate orientation about the same. Action research is conducted on some need that is experienced. Students are duly guided to produce original work and avoid all kinds of plagiarism.

Remedial lectures are held for those who do not perform well, so that they can enhance their performance in further examinations. The faculty uploads matter for remediation in the form of videos, quizzes etc on the Google Classroom and students can ask their queries on the platform. Individual one to one solving of queries is also encouraged.

Internship is a major component of internal evaluation and there is close monitoring of the progress of students. Immediate feedback is given regarding the lessons and other internship related activities. The faculty in charge of Internal Assessment keeps track of all submissions of assignments and marks. At the

end of the semester, the Internal Assessment Committee scrutinizes the evaluation and moderates the assigned marks if necessary.

The above paragraphs deal with those components of Continuous Internal Evaluation as prescribed by the University of Mumbai. However, the college also notes that there are other areas like technological skills, public speaking, organisation, leadership etc that also need to be evaluated. Timely feedback about these aspects is given to students so that they have a holistic picture of their progress. Other important traits like diligence in work, work ethics, punctuality, ability to work in teams are considered vital for all professionals and though there is no formal assessment for the same, the college does take note of these traits and students are offered feedback about these traits in a constructive manner.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	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: B. Any 3 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
Any other relevant information	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 evaluation pattern for the Two Year B.Ed programme includes internal assessment conducted by the college and external assessment conducted at university level.

Procedure to redress grievance with respect to Internal Assessment

Internal Assessment comprises of Essay, assignments and Class Tests for each theory course. This amounts to 40 marks for each course. After the assessment of the essays and class tests, students get the evaluated answer scripts. If they have any query regarding the same, they can approach the evaluator and seek clarification. Errors in calculation or omissions in assessment, if any, are immediately rectified. The students are made aware of the expected answer and this helps students to identify their lapses by themselves. The marking scheme is also explained to the students. If there are still any grievances the student can approach the faculty in charge of internal assessment to seek further clarification. The senior members of the faculty moderate a few papers assessed by newly appointed faculty to rule out any errors arising from severity and leniency in assessment.

Procedure to redress grievance with respect to External Assessment

When the University results are declared, candidates can seek revaluation in case they are not satisfied with the allotted marks. This is done following the prescribed procedure and the college office ensures that the revaluation request is forwarded to the University within the stipulated time. Follow up procedures are also done through the college office and the students are communicated about the outcome when the request for revaluation is processed.

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

2.6.4

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

Response:

Internal Evaluation is an integral part of the B.Ed Two Year CBCS(choice based credit system) programme. The pattern for the internal assessment is as prescribed by the syllabus set by the university. At the start of each term, during the curriculum planning meeting, adequate time is allotted to the planning of the internal assessment.

Internal assessment related to theory-based courses

The faculty in charge of the internal assessment prepares a detailed schedule for submission of assignments, conducting of essays and class tests. This draft is presented to the Principal and other faculty members to invite their view and suggestions. Care is taken to see that the submissions are well spread over the term so that students can complete the same without stress. Once the time schedule is finalized, it is displayed on the notice board and over students' group so that they can plan their work schedules accordingly and meet the deadlines without stress. The Google Calendar also reflects dates of submission for quick access. If due to any unforeseen circumstances, there needs to be a change in dates of exams or assignment submission, then mid term corrections are duly made and conveyed to students.

Generally, all assessments are completed within seven to ten days of submission. The marks are scrutinized by the internal assessment in charge. Moderation of marks is advised if necessary.

All marksheets are submitted to the office for data entry. Data is cross checked by the faculty to ensure that no inadvertent errors have crept in. As there is ceiling on the maximum number of O grades that can be allotted, moderation of marks is required by the principal and faulty in charge of internal assessment.

Internal assessment related to Project Based Courses

Project Based Courses include Internship activities, participation in community work and co-curricular activities, preparation of learning resources, Action Research and conducting of unit test. Dates for conducting the above and submitting documents/reports for evaluation are decided during or immediately after the curriculum planning meeting for that semester. Marks for internship lessons are submitted to the office at regular intervals. Assessment of other documents/ reports is done within seven to ten days of submission and the marks are communicated to the office for data entry. Moderation of marks is done if required.

Highlights of the internal assessment system in the institution

- Planning of internal assessment is done in alignment with the academic calendar
- Schedule is displayed for benefit of students well in advance
- Care is taken to ensure that submission and tests are well spaced giving adequate time to complete the same without undue stress.
- By and large the schedule is adhered to and changes are made in case of unforeseen circumstances.
- Suggestions of faculty and students are invited before finalising dates for internal assessment.
- Arrangement made on Google classroom to upload the soft copy of the assignments.
- E governance is integrated in form of Google Calendar displaying dates of submissions.
- Data entry is regularly done and verified to detect errors if any

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	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:

The PLOs and CLOs were formulated based on the syllabus designed by University of Mumbai. Documents like National Curriculum Framework for Teacher Education NCFTE 2009, National Education Policy 2020, Sustainable Development Goals provided the bases for the PLOs and CLOs. The years plan for the theory courses are drawn based on the PLOs and CLOs. The institution ensures that the teaching-learning process is aligned to the PLOs and CLOs by adopting the following measures

Awareness of PLOs and CLOs: Faculty is well aware of the significance of the PLOs and CLOs. They have been involved in formulating the same. Newly inducted faculty are oriented about the Learning Outcomes. The PLOs and CLOs are displayed on the college website for perusal of students. While introducing a unit, the expected learning outcomes are conveyed to students.

Aligning CLOS with learning activities: The year's plan for each course is drawn by the faculty. Variety of teaching learning methods are considered and the ones that best suit the CLOs are selected. These approaches depend on the learning needs of the students. At the end of each unit quizzes, discussions, short tests help to ascertain the extent to which the CLOs are achieved by the students.

Activities aligned to PLOs: The PLOs are directed to what the students are expected to learn at the end of the two year B.Ed program. The theory courses, the project-based courses, ability courses and audit course are specially directed to meet the PLOs. Enrichment activities in the form of Value added

Courses, fieldtrips, interaction with experts and self-study courses also contribute to the attainment of PLOs. An exit survey conducted at the end of the programme gives an idea of the attainment of PLOs from the students' perspective.

Multi rater feedback: The curricular activities are reviewed by faculty, students, IQAC members and educationists. This helps to see how the PLOs and CLOs are linked to the various learning experiences.

Emphasis on andragogical approach: Learners in the B.Ed course are adults and hence the principles of andragogy guide the teaching -learning process. These principles include the learner's need to know, ability to build on experience, ability to accept responsibility for own learning and intrinsic motivation to learn. Based on these principles, the college encourages students to participate in MOOCs, refer to OERs and other reading material shared on the library blog and in Google Classrooms. Since time spent in actual classroom learning is fixed, E platforms are used extensively to promote 24x7 learning which contribute significantly to the PLOs and CLOs.

Review of the curriculum transaction: Reflection on part of the faculty helps to refine the teaching learning activities and add new experiences to meet the PLOs and CLOs. The faculty incorporates new techniques that promote innovativeness, critical thinking and collaboration. Changes in the educational landscape are constantly perused upon so that the PLOs and CLOs remain relevant to needs of the present times and the near future.

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

2.7.2

Average pass percentage of students during the last five years

Response: 99.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	50	48	50	49

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
Any additional information	View Document
Link for additional information	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:

Continuous Comprehensive Evaluation is an integral part of the B.Ed curriculum. This evaluation gives insights into how each individual student is progressing with respect to the attainment of the professional and personal attributes.

Student progress for theory courses: Student performance in theory courses is monitored on basis of their performance in assessments like essays, assignments, class tests, examinations and through formative evaluation through like quizzes, class discussions, creation of concept maps. These evaluation strategies are aligned to the CLOs for the respective course and to the PLOs in general.

Student progress for project-based activities: Project based activities like internship lessons are evaluated on basis of a rating scale. Action research is evaluated on the process and the report presented. Other project-based activities like cocurricular activities, community work are evaluated according to relevant rubrics. Since these are process oriented activities, emphasis is on the process as well as the final presentation.

Student progress for other activities: Students participate in many other activities that are aligned to the PLOs and CLOs. For example, participation in student led seminars, assemblies, value added courses, self-study courses, workshops is monitored and relevant feedback is given on student performance so that improvement can take place.

Ascertaining attainment of professional attributes: Professional attributes of students include collaborative skills, ability to work in teams, ability to solve problems, life skills like critical thinking, decision making, creativity etc. These professional attributes are reflected in all curricular and co-curricular activities. The faculty conveys feedback to the students regarding these traits. Acknowledgement and appreciation for positive display of these traits helps students to reinforce the same.

Ascertaining progress with respect to personal attributes: Empathy, ability to cooperate, punctuality, innovative spirit, readiness to go beyond the call of duty are a few personal attributes that teachers need to possess. Whenever the faculty appreciates students in instances where students display such traits. In case the student lacks these traits, it is tactfully brought to their notice and they are urged to try and imbibe the traits.

Student performance in all the above-mentioned areas is formally documented in the form of grades scored for different areas of assessment. The mentor for each internship group maintains a record of personal and professional attributes of the students. Students are regularly given feedback by the faculty regarding their professional and personal attributes. Group advice and mentoring is done so that students can reflect and identify their own level of professional and personal attributes. Some theory courses include topics that are directly related to these attributes. The faculty use these as a platform to foster discussion and self-analysis.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 97.96

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

Response: 48

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:

Identification of needs of students: Students are admitted to the B.Ed course on basis of their CET scores and their performance in the ELCT (English Language Competency Test). On admission, a self-disclosure tool is administered to them to ascertain their needs and expectations from the course. The analysis of the results helps to plan activities that can meet their needs. Needs identified are classified as (i) pedagogical needs (ii) content based needs (iii) technological needs.

Catering to the felt needs: The curriculum planning meetings take note of the learning needs that emerge from the self-disclosure tool filled by the students. The activities, workshops, value added courses are mapped with these needs. While earlier courses are repeated, the content may be duly modified to address the needs of the students. For example, the Value added Course on Apps in Education held in the academic year 2022-23 added a session on 'Video editing' as most students did not have adequate skills in this area. Similarly the initial interaction with the students and the responses given in the self-disclosure tool showed that some of them lacked robust communication skills. Hence a value-added course on Communication skills was introduced. Also, the faculty in charge of cocurricular activities would take individual practice for the assemblies conducted by students.

Assessing students with respect to their initially identified needs: As mentioned earlier, generally the needs identified are of three types as (i) pedagogical needs (ii) content based needs (iii) technological needs

1. **Pedagogical needs** refer to the need of the student teacher to be able to have meaningful student teacher interactions. This includes ability to manage the class, cater to diverse learners, plan and incorporate interesting teaching techniques and assess student learning. The achievement of these needs is assessed through observation and evaluation of internship lesson. Most students reflect that these needs are duly met as they secure above 60% in this area. The student teachers give their feedback on the internships held in Semesters 2,3,4 and the feedback is highly positive indicating that they themselves notice an improvement in their pedagogical skills.
2. **Content Based needs:** These needs refer to mastery over content in the chosen pedagogy subjects. These needs are catered to during the content enrichment workshop and during lesson planning/coaching for internship. The results of the content test and the content mastery displayed during the internship lessons is an indication of the achievement of these needs.
3. **Technological needs:** These needs refer to the use of ICT in all curricular and co-curricular activities of the B.Ed programme. Value Added Courses and workshops on contemporary trends in use of technology in education ensure that these needs are duly met. Assessment tasks in this area include the E resource made by students. Students use ICT during/for internship, assemblies, action research, assignments, thus indicating that their needs in this area are well met.

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: 3.98

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..

2022-23	2021-22	2020-21	2019-20	2018-19
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)

2022-23	2021-22	2020-21	2019-20	2018-19
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:** B. Any 3 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Link for additional information	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: A. All 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
Link for additional information	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: 0.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	3	0	0

File Description**Document**

First page of the article/journals with seal and signature of the Principal

[View Document](#)

E-copies of outer jacket/content page of the journals in which articles are published

[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: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	12	3	1	11

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

3.3 Outreach Activities

3.3.1

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

Response: 7.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	6	6	8

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	100	98	98	99

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for 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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	100	98	98	99

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any other relevant link	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 outreach activities spread over the last five years included

1. Visits to orphanages, homes for the aged and institutions working with the differently abled
2. Community visit to Bosco Samajik Vikas Sanstha at Jawhar which is part of the tribal belt
3. Beach cleaning and mangrove conservation programmes
4. Efforts to dispose plastic in safe manner and minimize the one time use of plastic
5. Collection of funds for the Blind Association
6. Collection of food grains for the people from marginalized areas

These programmes were conducted in collaboration with NGOs Dhyaas Foundation, Save the Earth Foundation, Vasai Beach cleaners. During the lockdown period 2020-22 programmes were conducted following the SOPs.

Visits to orphanages and homes for the aged have helped students develop a sense of empathy for the inmates. They have also appreciated the efforts of their caretakers and voluntarily involved themselves in caretaking activities.

Working with the differently abled has helped to develop patience and a spirit of inclusivity. The differently abled individuals are given vocational training at these institutions. Students gained first-hand experience of the training imparted. They have been sensitized to the needs of differently abled persons.

The community camp to Jawhar showed the students the life in rural India. Students in this area are first generation learners and hence the community camp gave a glimpse of the challenges faced by such learners. The student-teachers realize their role as agents of social empowerment.

Collection of funds for the Blind Relief and collection of grocery items and pulses for people from marginalised areas are important to bring in the 'care and share' attitude that is essential for social development.

The beach cleaning activity is very closely connected with the individual and community life of the students as the coastline of Vasai is part of the local ecosystem. The activity has sensitized them to their role as eco warriors who care for and protect the natural environs of the place. Mangroves are an essential part of the ecosystem as they are natural barriers for stormy winds and a breeding place for fish. Clean mangroves are an indicator of a healthy ecosystem. The mangrove conservation project involves cleaning the area and propagating new plantations in the rainy months. The responsibility of teachers as stewards of the environment is strongly driven due to this endeavour.

The ban on use of one time plastic is often flouted by citizens and hence personal persuasion is a way to ensure that plastic is used minimally and disposed off in a way that does not threaten the environment. Collaborating with the NGOs mentioned helps to see that one has a commitment towards the society and collective efforts can help to deal with the plastic menace.

Participation in these programmes was extrapolated during the internship and school students were also sensitized to environmental responsibilities. Many students continue these projects even when they

graduate from the B.Ed Course thus indicating that there is a deep change in their thinking and behaviour.

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: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	2	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Link for additional information	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: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	2	1	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
Any additional information	View Document
Link for additional information	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: 5

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

Response: 5

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	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: B. Any 5 or 6 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
Any additional information	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 college has adequate facilities as are stipulated by NCTE norms. The total campus area is 9142.1 sq metres and the built up area is 2055.98 sq metres. The physical facilities are as follows

1. Two classrooms for large group lectures. Both classrooms have comfortable seating arrangement, computer, LCD projector and sound system.
2. Five rooms that are used for pedagogy lectures conducted in small groups. One of these rooms has a PC and LCD projector.
3. Administrative office is well equipped with Computers, Printer, scanners and photocopy machine. CCTV is installed. Adequate storage capacity and special arrangement for confidential work like downloading University papers available.
4. Other rooms include Principal's office , staff room, girls' common room, room for male students and male employees.
5. The Library cum Reading room can accommodate 50 users at a time. Students, faculty and research scholars use the library facility.
6. Cubicles for research scholars are available. Adequate textbooks, reference books, journals and magazines available for students and staff. Ph.D theses are available for reference. Most library operations are computerised
7. Conference room for meetings. This room has a Computer and arrangement for displays during exhibitions
8. The Science laboratory and multipurpose hall are shared with sister institutions on the campus. All equipment and material needed for school level Science experiments is available in the laboratory.
9. Open space for activities, workshops, yoga and indoor games.
10. ICT resource room with computers and other equipment
11. Sports field
12. Parking space
13. Separate washrooms for male and female students and for the staff
14. There is provision for clean, filtered water.
15. Adequate storage facility

The campus is wi -fi enabled . CCTV surveillance, fire extinguishers, biometric system for attendance and first aid are available. Photocopy facility is available in the office and library. Internet is freely available to users in the ICT Resource Room, classrooms, staff room , office and library. Learning resources are placed in a separate section in the library.

There are separate dustbins for wet waste and dry waste. A compost pit on the ground helps in

composting. A small balcony is used to grow potted plants. The surroundings of the college are pleasant due to the presence of trees.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 62.5

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

Response: 5

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

Response: 8

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 16.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.11	1.91	1.48	2.24	1.72

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 library uses a software called as **Library Management System**. The main features of this system are as follows:

(i) **Record keeping:** A record of all users of the library, record of books and book transactions is maintained.

(ii) **Report Generation:** Different Reports such as month wise report, periodic reports, reports of transaction of books as per given duration can be obtained easily. Customisation of reports is possible. For example, usage of details of books of a particular course can be accessed by filling in the name of the course. This information is useful for the faculty teaching the course who can then motivate readers to read in case they have not referred to adequate books.

(iii) **Retrieval of books:** A book can be easily traced. Also available books can be found out by inserting the accession number or title. Details of the name of person who has borrowed the book and due date of return can be found out

(iv) **Summary of number of books** accessed can be generated. This helps to find which books are in demand, which are not much accessed. Such data helps when ordering new books.

(v) **Tracking frequent users:** The college offers incentives to the students who make the best use of the library. The library management system helps to identify such users.

(vi) **Overdue books:** In case books are overdue and not returned on time, the users can be alerted to return the book on time. Fines are generally not collected for overdue books, but the library software has provision for payment of dues as well.

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

4.2.2

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

Response:

The college has created a special blog for sharing links of E-books, documents, E-journals or any such material that can support the teaching learning process. The link of this is library blog is <https://granthpushp.blogspot.com/>

Resources available on the library blog: This blog displays links of over 60 books, 15 + E- journals, 21 Swayamprabha videos and 9 documents related to education. Links to major E libraries such as National Digital Library of India (NDLI) , Project Guttenberg etc are displayed for exploration.

Resources for faculty enrichment: Books and documents for faculty enrichment are shared on a special page of the blog. Documents related to education are also shared. This feature promotes professional development of the faculty helping them to be attuned to contemporary changes in education.

Summary of E Books: Generally, a short overview of the resource is provided so that the readers get a gist of the content. Readers also post their own views in the comments section. Whenever students are taking a self-study course, links of resources are shared to facilitate their work in self-study course.

Web Safari feature: Web safari is a special feature of the library blog where in resources are curated as per the topic in the syllabus. This is especially useful when students are exploring different boards of education.

Sharing of teacher made resources: The faculty has created resources in form of lesson plans, OERs , worksheets . These resources are also shared on the library blog.

The blog has been functional since 2017 and has made incremental improvements based on the feedback got from users. Some highlights of the use of a blog as an E-library:

- The E library can be accessed by faculty, students, alumni and in general by any stakeholder.
- Reviews of books are beneficial to readers.
- Students have used the blog effectively for assignments and action research.
- The E library is a platform to share resources made by faculty.
- Statistics of usage help to know which are popular resources.

The college has found that use of blog as an E library is a economical way to share E books and E

journals and also encourage students to use E resources effectively for learning.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

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: D. Any 1 of the above

File Description	Document
Data as per Data template	View Document
Link for additional information	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: 0.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.34	0.34	0.063	0.16	0.24

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Link for additional information	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: 42.23

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: 365

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: 991

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: 756

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: 944

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: 618

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
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	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: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Wifi facility in the college: Wifi facility was introduced on 15/01/2008 with BSNL Broadband as the provider. It has been subsequently upgraded as per the need. Presently the wi-fi services are provided by Vasai Cable Net Pvt Ltd. Updation done on 11 Feb 2021. The present wifi speed is 15 mbps.

Wiif access is available in the college. Internet can be accessed on all computers in the college. This is

used by faculty and students.

Updating other ICT facilities: The computers are maintained regularly. The software and operating systems are kept up to date. The computer used by the librarian for entry of issued books is equipped with Library Management Software.

Computers in the classrooms have necessary software for playing videos. Formatting of disks is done as and when necessary.

The computers used in the college office are equipped with necessary software such as Tally for Accounting purpose.

The maintenance of computers is generally done during the semester breaks. However, if urgent maintenance of any PC is required then the technician is called for the same. Similar practice is followed to maintain the scanners and printers in the college so that the efficacy of the equipment is improved.

Maintenance of CCTV and biometric system: The CCTV cameras are also checked periodically to ensure proper working. The biometric system installed for marking the attendance is regularly checked by the technician. Reports for the same are generated by the administrative staff.

Updating of LMS: The college has a Google Suite account through which ids are provided to faculty and students. The designated administrator looks after the updating of the same by adding newly admitted students and also renewing passwords in case of errors.

During the pandemic, arrangement was made for auto proctored examinations. Paid Zoom accounts were made available for lectures and seminars.

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: 3.68

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:** 15**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 15

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: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link for additional information	View Document
Link to the e-content developed by the faculty of the institution	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:** 18.21**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.82	2.39	1.58	2.08	1.84

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:**

Maintenance of physical facilities: The physical facilities are maintained through regular cleaning. Pest control is done as and when required. Repair works are undertaken as per the need. All electrical equipment is duly checked by a qualified electrician who is summoned whenever repairs are required. Painting and other infra structural repairs are taken up periodically. Furniture is maintained by college support staff. Minor repairs are done by the support staff. A carpenter is called for major repair work.

Maintenance of laboratories: The material in the psychology laboratory consists of psychological tools and equipment needed for experiments. The faculty in charge of psychology laboratory manages the same with the help of the support staff. The science laboratory too is managed by the faculty and support staff. Old chemicals and broken apparatus if any are disposed followed the prescribed SOPs. Purchases are made by contacting the vendor.

Maintenance of Computers: Computers are maintained by the appointed technician. Old computers or nonfunctional parts are repaired or replaced after taking stock of the condition of the same. The support staff looks after the daily cleaning of the ICT resource centre to maintain dust free conditions.

Library maintenance: This is managed by the librarian and the support staff. Daily dusting is carried out. Annual weeding of books is done. Damaged books are repaired. Loose binding is taken care of by rebinding the books. Annual stock verification is done. Students and faculty are oriented about careful handling of books so that the books are protected from damage.

Maintenance of plumbing: Regular checking of plumbing work is done. Minor repairs like fixing a leaking tap etc is managed by the in-house support staff.

Maintenance of the college ground: The college shares the playground with other sister institutions on the premises run by the same management. The maintenance of the playground is done by the society which manages the college. The support staff regularly takes out unnecessary weeds or grass that may sprout especially during monsoons. The trees in the premises are generally maintained by the managing society. The college support staff assists by pruning and watering the plants. Overall cleanliness of the ground and the gardens is jointly done by the management and the college.

The principal and office head clerk check the cleanliness regularly and take steps to ensure that all equipment and the premises on the whole are well maintained.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	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: A. All 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: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

File Description	Document
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
Paste link for additional information	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:** C. Any 2 of the above

File Description	Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	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:** 91.02**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
42	47	42	45	47

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:** 10.42**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.

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: 7.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	3	5	1	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:

The college has active student councils for the FYBEd and SYBEd. Two faculty members are designated in charge of the Student Council.

Composition of the Council: The Student Council is elected by the students. The elected members are formally presented to the class during the Investiture Ceremony where the Principal gives them their badges and assigns their portfolios. The portfolios include Chairperson, Secretary, members to assist Cocurricular Activities, Assemblies, Internal assessment, Community Work and Internship. This distribution of portfolios conveys the specific role to the Student Council members.

General functioning of the Student Council: Regular meetings are conveyed by the faculty in charge. These meetings are to plan the activities for the semester and identify days where special assemblies need to be conducted. Other meetings are held prior to various functions or academic events so that the necessary arrangements are duly made. The Student Council conveys the needs and aspirations of students to the Faculty in charge and/or the Principal. This helps to plan programmes to meet the needs. Two members of the Student Council attend the CDC, IQAC and Curriculum planning meetings and render suggestions that are collated from the students.

Role of Student Council in contributing to student welfare:

- **Functioning as a link between students and faculty/principal:** The Student Council is a vital link between the students and the faculty/principal as they convey students' needs and represent their peers. Information to be conveyed to the students is often done via the Student Council.
- **Planning and executing activities for holistic development:** The Student Council plays a very significant role in planning the cocurricular activities for the year. Assemblies are used as platform to promote communication skills, orient towards various themes of academic and cultural interest. Days of cultural, social, national and global significance are duly observed with special programmes. During these events the student council plans meticulously to ensure that these events are moments to learn and develop. Some of the activities involve collaboration with external agencies like NGOs or experts from various fields may be invited as resource persons. The Student Council ensures coordination with the agencies and/or resource persons and helps the faculty in charge to arrange a successful event.
- **Mentoring students with respect to capacity building:** Some students need mentoring regarding overcoming their inhibitions while facing an audience. Some others need assistance in technological aspects. Here the Student Council provides mentoring on a one-to-one basis and thus helps in capacity building for all.
- **Offering suggestions for quality assurance:** Two members of the Student Council are part of the decision making bodies of the college and they offer their observations views and suggestions which help to plan activities that are need based and learner centric.
- **Assisting in grievance redressal:** Common grievances of the students are conveyed through the Student Council. Sometimes the student council mediates to resolve these the student level itself. Other grievances that require intervention of the faculty or the Principal are taken to the right forum via the Student Council and resolved through consensus.

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
Paste link for additional information	View Document

5.3.2

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

Response: 22.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	25	21	16	16

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	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:

The Alumni Association is functional but is not yet a registered body. The Alumni Association

contributes to the development of the college in the following ways

1. **Mentoring students:** Alumni are invited to address students at different stages such as after admission, before internship and before placement programme. The alumni share from their experience and expertise and also resolve queries of students. This provides inspiration and guidance to the students.
2. **Alumni in advisory roles:** Alumni offer their suggestions during curriculum development. Some alumni are Principals or coordinators in their schools. Their inputs have helped in designing the additional inputs to the prescribed syllabus. Some alumni have helped to plan the course content for Value added Courses. Some alumni are members of the College Development Committee and the Internal Quality Assurance Cell and in this capacity they bring in their expertise to promote quality based endeavours.
3. **Providing support to various academic and cocurricular programmes:** Alumni are invited as resource persons to conduct workshops and programmes for students. Every year the panel discussion on Different Boards of Education is managed by the alumni working in schools affiliated to different Boards. Alumni help to judge competitions organised by the college and offer valuable advice in their field of expertise. Alumni have helped to conduct Value added Courses for students.
4. **Alumni role during internship:** During the internship, alumni offer support by functioning as mentor teachers to the internees. Some alumni deliver demonstration lessons and help internees to learn about teaching learning and classroom management. Internees shadow the alumni teaching in schools and learn different dimensions of a teacher's role by interacting with them.
5. **Alumni role in placement programme:** Alumni represent their institutions and visit the college for placements. They offer guidance to students seeking jobs and inform about vacancies in their institutions.

Some notable contributions by alumni from 2018 to date are

1. On 6 May 2023, the Alumni Association took the lead in organising an international webinar 'Revisiting Education – Holistic Development through Empowered Minds'. One of the resource persons for the webinar was Mr John Leonard, presently a teacher in Maryland, U.S.A. He conducted a session on 'Innovations in Education in the Light of Digital Transformation.'
2. For the past five years, alumni have been panellists for discussions on the functioning of different Boards of education. This gives in-depth understanding of the similarities and difference in different boards

Alumni have regularly helped in pre placement activities like guiding students about facing interviews and they have helped in the placement activities by coordinating with their schools

File Description	Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	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: B. Any 4 or 5 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
Any additional link	View Document

5.4.3

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	2	1

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:

The Alumni Association contributes to the overall development of students by providing mentorship, networking opportunities, sharing their expertise, sharing their success stories and fostering a sense of community.

The mechanism through which the Alumni Association and the college jointly function is described below

1. **Through Alumni Meetings:** Alumni meetings are held once or twice a year. The core group who are also the office bearers of the Alumni Association communicate more frequently with the faculty to identify events and activities that can add more value to the B.Ed programme . These suggestions are then taken up for action.
2. **Inviting suggestions from alumni:** Every year, feedback is collected from alumni to know how their B.Ed experience is helpful in their workplace. Alumni offer suggestions based on their experience in their own institutions and they share insights that help to plan more robust experience for students. For example, one of the suggestions received form alumni feedback was that more inputs are required in understanding adolescent students and their issues. This suggestion was helpful in designing a Value-added Course on Mental Health of Secondary Students
3. **Motivation by alumni:** Alumni visit the college and share their success stories and this motivates the students. Some times online interactions are organised for this purpose. Alumni have shared their experiences through videos and testimonies (<https://sites.google.com/pushpanjalicollege.com/pce-activities/alumni-speak>) . This motivates students to see the connect between the B.Ed course and actual classroom teaching learning. They also share the challenges faced and how to overcome the same. Alumni have helped to prepare for exams like Teacher Eligibility Tests (TET)
4. **Nurturing Talent among students:** The college leverages the expertise and skills of alumni to nurture talent among students. Some alumni conduct Value added Courses and workshops in their area of expertise. They offer their guidance to students seeking placement. When invited as judges for competitions, they offer their insights that help students learn.

Alumni support during internship and placement: During internship alumni are a great support to coordinate with their principals so that the internship programme is successful. They involve the internees in academic and cocurricular events thus providing enriched experiences to the internees. During the internship, alumni working in the schools take keen interest in the internees and give regular feedback to the internee as well as faculty in charge. They guide and observe internees for few lessons. The coordination between alumni and college helps to have effective internship experience. Internees are also assured that they can approach alumni in case they face any problems during internship. During placement, invaluable insights are offered on individual basis to students seeking jobs. Due to alumni support, there is smooth networking between the college and schools.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	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 vision of the institution is 'Education for the Life of the World.' The vision is further defined by the mission statement that is 'To impart Liberating, Inspiring, Formative, Empowering Education'. The vision and mission are strategically displayed in the institution. Students are oriented to the same at the time of admission. The vision and mission statements reflect through the various institutional activities.

Nature of governance: Curricular and cocurricular activities organised by the college abide by the vision and mission. To impart liberating, inspiring, formative and empowering education is to be aware of contemporary changes in education and ensure that the curriculum and related activities are aligned to these changes. Decentralised mode of functioning with adequate mentoring by the governing body and CDC helps to plan the curriculum. The IQAC oversees the college activities and ensures that the vision and mission are always the guiding factor for all endeavours. Suggestions from students, alumni and other stake holders are invited and incorporated into the planning thus reflecting a very democratic style of governance.

Perspective Plans: The perspective plan of the college for 2020-25 is based on the core values of Commitment to Excellence, Holistic Development, Respect for Diversity, Discovery and Innovation. Concern for Environment. These core values form the base for the long term and short-term goals of the college. The goals spell the concrete action that the institution aims to undertake. During the CDC meetings and faculty meetings, the perspective plan is revisited and the conducted activities are mapped with the envisaged goals. Contemporary documents like NEP 2020, National Curriculum Framework based on NEP 2020, Sustainable Development Goals are documents with many aspects that can be connected to the vision and mission of the college. Hence these documents are studied carefully to provide insights to many activities.

Participation of teachers, students and non-teaching staff in decision making bodies: The decision-making bodies of the institution include the Governing Body the College Development Committee and the IQAC. Some decisions are also taken by other bodies like Student Council, Examination Committee, Library Committee etc. All decisions are conveyed to the Principal. Teachers, students and non-teaching staff convey their suggestions and views during meetings. Such suggestions are then integrated into activities organised by the college which are synchronous with the vision and mission of the college. Semester wise feedback is sought from students and annual feedback is sought from alumni, faculty and heads of internship schools. This helps to formulate the annual plans to match the changing needs and aspirations of students and the teaching fraternity.

The vision mission is ingrained into all activities planned and deployed by the college. The perspective plan is based on the vision and mission. Reflecting on contemporary changes in education at national and global levels is emphasized at both individual level and committee level so that the programmes conducted become a true reflection of the vision and mission of the institution.

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 signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Decentralisation: The institution follows decentralisation and participative management to ensure that there is involvement of all stakeholders in the activities. While all committees have the Principal as their head, there is a lot of freedom given to the committee members to express their views and initiate quality directed programmes. Situational leadership is emphasised as per the need and situation. The institution practices delegation of powers. The Governing Body is kept informed of all major decisions through the Principal. There are many Committees and Cells that actually plan and execute the plan of action. The Principal and faculty are part of the College Development Committee (CDC), the IQAC, Examination Committee, Admission Committee and Library Committee. Some of these committees include external experts as well. Each committee or cell the roles and responsibilities well defined. They have regular meetings and decisions are taken by consensus. The CDC and IQAC play a crucial role to plan the activities and suggest quality assurance measures. The heads of different departments like co curricular activities department, Placement cell, internship department, extension education activities department, women development cell etc plan their independent plans of action. The principal and IQAC coordinator guide wherever required. To ensure that these activities are carried out without any impediments, the information is shared among members.

Practices that indicate decentralisation are

- Plan of action is drawn by the head of the cells and committees
- Democratic ways of discussion and decision making followed during the meetings of cells and committees
- Self-managed teams and committees
- Inclusion of students, external experts in different committees
- Coordination among different persons to work towards quality enhancement measures

- Following of procedures and protocol in areas of budgeting and demarcation of funds
- Feedback is collected and analysed to ensure that views of various stakeholders are taken into consideration

Participative Management: Participative management is the major pivot of the institution. There exists an ethos of trust and confidence in the faculty and staff and this is very visible from the daily activities that go on in the institution. All staff members can easily approach the principal to convey observations and suggestions. This is done formally during meetings and also informally on a day-to-day basis. The students also easily approach the principal or faculty to discuss their observations and offer suggestions that can help the smooth functioning of the institution. Structured Feedback is taken from the students, alumni, heads of internship schools and faculty. This helps to identify strengths and weaknesses objectively and from different perspectives.

Some indicators of participative management in the institution are:

- Consultations (face to face and online) with stakeholders and external experts
- Multi rate feedback is regularly sought and analysed
- Providing information to stakeholders
- Human resource development initiatives
- Decision making that involves all stakeholders
- Accepting ideas with respect and consideration
- Instilling sense of belongingness and ownership
- Matching task assigned to the skill profile of the individual

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Link for additional information	View Document

6.1.3

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

Response:

The college follows complete transparency in all areas.

Financial transparency:

1. Receipts are provided for all fees collected.
2. All purchases are made following proper procedure. In case of major expenses decisions are taken as per protocol.
3. Annual budget and audited statements are placed before the College Development Committee.

Internal as well as external financial audit is carried out. The external auditor's report and audit statement is included in the AQARs.

Academic transparency:

1. The annual academic plan is drawn up after discussion with faculty. Students are oriented to the same. Semester wise Orientation is conducted to clarify all essential aspects and to explain the criteria for assessment.
2. Evaluated answer sheets with the comments of the examiner are given to students. University results and examination related notices are duly displayed on the notice board.
3. The blogs and Google sites of the college furnish all information about activities in all areas. Year plans prepared by faculty are shared for the benefit of students.

Administrative Transparency:

1. Admissions are done as per the norms and procedures of the Maharashtra State CET cell. The list of admitted students is displayed on college website
2. The website of the college displays annual plan, feedback from stakeholders, AQAR. The names of staff members and their qualifications are displayed in website so that's stakeholders can peruse through the same.
3. The prospectus is displayed on the college website for anyone seeking admission.
4. Notices for all events are displayed on the notice boards. The examination results are also displayed on the notice board.
5. Staff recruitment and placements are done in a transparent manner. For appointments the selection committee is formed as per the University norms. Vacancies in the college are filled after following the due procedures. Advertisements are inserted in national dailies. The appointment committee scrutinises all applications and members to the interview committee are invited as per the University guidelines. The documents of candidates appearing for interview are forwarded to University Appointment Unit for further processing and the candidates are duly informed of the outcome.
6. The service books of staff members are maintained and available for scrutiny.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategic plan of the college has four major goals

Goal 1: Ensuring Academic Quality**Goal 2: Capacity Building for all****Goal 3: Fostering Partnerships and Community Engagement****Goal 4: Being Proactive and Committed to Innovation**

Under Goal 2 - Capacity building for all, one of the programmes planned was to organize courses for student teachers to be equipped with 21st century skills. The deployment strategy for the same is described below.

Name of the activity: Value added Certificate Courses for students

Rationale for the activity: One of the suggestions from the Peer Team during the last NAAC accreditation was to organise Value Added Certificate Courses. The management and faculty also felt that it was necessary to have such courses that would help in capacity building of the students and be beneficial to them to secure good placements. Hence Value-Added Certificate courses were planned and organised.

Objectives of the activity:

- To equip learners with knowledge, skills and competencies that will add value to the B.Ed degree
- To face the challenges posed by a dynamic education scenario

Deployment strategy: All Value Added Courses are conducted under the aegis of PUSHPADEEP(Pushpanjali's Dept of extension education Programmes). The deployment strategy used to conduct Value Added Certificate Courses involved three stages

- 1.**Pre- deployment stage:** This stage included analysing the needs of the learners, planning the content and the flow of the course, identifying resources (human resources and physical resources). The courses conducted are need based. These needs are identified based on the self-disclosure form filled by the students and also upon the prevailing situation. The content is planned by the course director in consultation with experts from the field.
- 2.**Deployment stage:** The timetable sets aside stipulated time for the Value added Course. Brochures are sent on the student WhatsApp group. Course content and details are shared on the blog of PUSHPADEEP . See <https://pcepshpadeep.blogspot.com/p/certificate-courses.html> . Students are oriented about the course and requirements for certification. Daily attendance record is maintained. The course is deployed as per the schedule. The course director and other resource persons conduct the sessions. Queries of learners are resolved. Blended mode is used in courses where learners have to submit technology-based assignments. In case of courses like Yoga and Communication skills, assignments are in form of practical demonstrations.

3. Post Deployment stage: Feedback is collected from the participants and certificate are issued to those satisfactorily completing the assignments. Feedback is used to make necessary modifications when the course is repeated for the next batch of students.

During the past five years (2018-23) fifteen certificate courses have been organised. Some courses are conducted annually with modifications in the course content. Most courses have been successfully completed by 90-100% students.

Impact of the activity: Students have given very positive feedback about the courses. Students use the skills and competencies acquired from the Value-Added Courses during their internship lessons. Alumni report that the courses are of help while securing placement as well as during their actual teaching classes.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	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:

The institutional bodies in the college are broadly grouped as

- 1. Administrative and Advisory Bodies:** Governing Body, College Development Committee (CDC), IQAC
- 2. Academic Bodies:** Examination Department, Admission Committee, Appointment Committee, Library Committee, Discipline Committee, Curriculum Planning Committee
- 3. Cells/Clubs:** Women Development Cell, Electoral Literacy Club, Grievance Cell, Placement Cell, Student Council, Pushpadeep (Pushpanjali's Dept of Extension Education Programmes), Vasundhara Environmental Club, Immensa Commerce and Economics Club, Pushpaganit Mathematics Club, Itihaas History Club, Rucha Literature Club, Eureka Science Club, Anweshan Research Cell, VENTEL Cell, Alumni Association.

Functioning of Administrative and Advisory Bodies:

The Governing Body comprising of representatives of the Society of Our Lady of Grace Convent coordinates with the Principal regarding steps to be taken for the college development.

The College Development Committee comprises of representatives from the Governing body, faculty, alumni, students and members from the local community. Regular meetings are held to plan and discuss programmes.

The IQAC works to ensure an ethos of quality in teaching, learning, evaluation and research.

Functioning of Academic Bodies

Admissions are done through the CET Cell. However, the scrutiny of students' documents before admission and ascertaining their eligibility is done by the Admission Committee.

Appointments for vacant positions are done, under the supervision of the Appointment committee, after following the process prescribed by the University of Mumbai. Service rules are explained to the staff and duly followed.

The curriculum planning committee holds four meetings a year to discuss the curriculum. Annual plans are put forth in meetings and discussed thoroughly before implementation.

Examination Committee oversees the planning and execution of internal assessment and coordination with University for conducting the University Examination.

Library Committee advises the library on policy matters concerning services, resources and facilities.

Functioning of Cells and Clubs

The various cells and clubs are involved in organising activities, courses and programmes that are directed towards the goals included in the perspective plan of the college.

Overall functioning of the above-mentioned bodies reflects the following

- Manuals/handbooks are created that give details of the composition of the bodies and the functions and roles of the members.
- Regular meetings are held, plans are drawn and decisions are duly communicated to facilitate coordination between different committees and cells.
- Decisions are taken by consensus
- Annual college report gives details of programmes conducted.
- E governance is used where ever possible to document data and support quick access.
- Feedback is sought on overall functioning to help the bodies to improve their working.
- The bodies function in decentralised mode with democratic style of working. However, there is coordination with the overarching bodies like Governing Body, CDC and IQAC to enhance the effectiveness of the work.
- Adequate representation of management, faculty, staff, students, external experts and alumni on the bodies to bring in variety of inputs.
- Transparency is maintained in the functioning of the bodies.

Thus, systematic planning, meticulous execution and an open-minded attitude towards feedback are the key elements of the institutional bodies.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	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: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	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:

Decision making body: Curriculum Planning Committee

Date of the meeting: 6 March 2023

Decision taken: To prepare low-cost teaching learning material to be distributed to needy school and thus support the Jadui Pitara initiative launched as part of NEP 2020 initiatives.

Name of the activity: Pushpanjali College's contribution towards Jadui Pitara initiative

Objectives of the activity:

- To prepare low-cost non-digital teaching learning material for distribution to schools in need of such resources
- To create and share Open Education Resources for school level content

Background of the decision: Jadui Pitara literally means a magic box. It is an NCERT initiative and includes content that is needed in any school for the Foundational Stage. It has toys, games, puzzles, puppets, posters, flashcards, story cards, playbooks for students, and handbooks for teachers. It is intended to be a learning experience that is designed to strengthen conceptual understanding amongst learners.

During the internship period, it was noticed that some schools did not have adequate teaching learning resources to facilitate fun-based learning. ICT also was used marginally in such schools. Moreover, many learners in such schools were first generation learners and hence communication gaps were noticed. Having grasped the essence of NEP 2020 student teachers felt that it was necessary to use more activity-based learning for such students. The student-teachers therefore prepared attractive teaching learning material in the form of flash cards, story books, charts, manipulatives, games and activities. Use of learning resources was helpful to consolidate concepts and promote fun based learning.

As the student-teachers had prepared many digital resources during their Value Added Certificate Courses on E Content Development and Apps in Education, it was felt that such digital resources could be shared on the college blog as OERs and link of the same could be given to the schools so that teachers could use them while teaching.

Implementation: As part of the implementation of the Jadui Pitara(Magic Box) initiative, students of S.Y.B.Ed prepared many low cost teaching learning materials like puppets, manipulatives, flash cards, games that can be used to teach simple concepts. The resources were then given to a school that needed the same. The Principal highly appreciated the quality of the resources and said that they would be useful to help the students learn.

The digital resources (OERs) are shared on <https://pushpanjalicollege.blogspot.com/p/jadui-pitara-from-pushpanjali-college.html> . Many school teachers peruse through the same and benefit from them.

Impact of the initiative: Jadui Pitara has multiple benefits. It helps the student-teachers to think of creative ways to engage the class. Class management is facilitated and students learn in an ethos of activity and fun. Donating such material to schools helps teachers to use the material during their lessons. The OERs shared on the college blog can be used by learners and teachers all across the globe.

The endeavour gave a sense of satisfaction to the student-teachers. The initiative is also aligned to Goal Four of the college perspective plan i.e. 'to be proactive and committed to innovation'

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	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 existing welfare measures for the teaching and non-teaching staff include the following

Financial welfare measures

1. Gratuity: The college is self-financed. Provision for gratuity is made by setting aside some amount each year. On retirement the staff get the gratuity due to them.
2. Provident Fund: The Employees Provident Fund is duly deposited each month and details are provided to the staff. On retirement the amount is duly given to the staff. Regular guidance is given to the staff by employees of the Provident Fund office and their queries are also resolved.
3. Loan facility or advance payment facility is available to those who apply for the same.
4. In special cases, staff may apply for financial help and after perusal of the appeal, financial help is given to the staff member.

Leaves sanctioned to staff

In addition to the casual and earned leave available to the staff some welfare measures in this respect are

1. Staff pursuing higher education or research are granted concessions in duty so as to pursue the course effectively.
2. On duty leave is granted to faculty who enrol for faculty development programmes needed for Career Advancement.
3. In case the children of the staff are appearing for their examinations, special concessions in attendance are granted to provide moral support during the times of exams.

Career Advancement

Guidance is given to the staff members eligible for career advancement. They are encouraged to complete the stipulated orientation/ refresher/ short term courses. The necessary process is initiated and

the staff member is given the due placement with the associated benefits.

Appreciation for achievements

The management appreciates the contribution of the staff and felicitates them on their achievements. Annual scholarship is given to the child of a non-teaching staff member for academic progress.

Other support

1. Counselling is provided to staff who need the same in times of emotional crisis.
2. If any staff member is undergoing any prolonged medical treatment or facing an emotional crisis, then there is tacit understanding with other staff members to help the concerned staff member with the work load assigned. This is done with the assent and knowledge of the principal.
3. Work clothes/uniform is provided to the support staff.

The above-mentioned measures are the tangible measures. The management goes beyond these and creates a supportive ethos to ensure that employees work in stress free atmosphere. In case an employee puts in extra work hours on a particular day, compensatory leave or concession in working hours is given in the days that follow. The staff shares a healthy rapport with the management and the principal and can easily share their thoughts and views. This promotes an ethos of unity and support where everyone works as a team towards the goals of the institution.

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: 55.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	2	2	6

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance 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: 22

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	6	2	3

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
Link for additional information	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: 41.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	3	6	1

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

6.3.5

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

Response:

Performance appraisal is an important aspect of any institution as it gives insights into strengths and weaknesses and helps to make improvements in personal performance.

Performance Appraisal of Teaching Staff: The teaching faculty fills the Performance Appraisal form annually. The format for this is based on the PBAS API(Performance Based Appraisal System -Academic Performance Indicator) format . Main areas covered are teaching and departmental work done by the faculty members, participation in faculty development programmes, details of papers published, e content prepared. The principal peruses through the submitted documents and lists her remarks. The concerned faculty is briefed by the Principal and areas for improvement if any are discussed.

Performance Appraisal of Non Teaching Staff: The Non teaching staff is appraised by the principal on basis of the quality of work done. Their punctuality, service mindedness, technical expertise are considered in the appraisal. The principal has a confidential discussion with the non teaching staff to discuss how they are performing. Areas for improvement in work , if any, are also discussed.

Appraisals of both teaching and non teaching staff are done in an ethos of mutual understanding with quality assurance as the sole motive. The staff is free to justify or explain his or her point of view in case there is some misinterpretation.

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:

Internal audits: The college maintains record of day- to-day expenditure in a cash book which is maintained by the college office. The college is managed by the Society of Grace Convent Trust. All educational institutions managed by this body are subjected to internal audit which is conducted by the members of the Provincial Team. the team regularly checks all accounts and audits of the college. Vouchers, receipts and bills are maintained systematically. Reimbursement towards money spent on seminars, travel etc is done after procuring necessary bills and receipts from the concerned employee.

External audits: A financial audit is conducted every year by a Registered Chartered Accountant. A registered Chartered Accountant visits the college bi- annually for checking of the accounts. Post audit, the Chartered Accountant gives the Income & Expenditure account and Balance sheet. In case there are any audit objections, they are resolved by furnishing documents and discussion with the auditor.

During the last five years there have not been any objections raised by the external auditor as is reflected from the audited statements and the auditor's report.

Budgeting is done at the commencement of the financial year. As far as possible all expenditure is in synch with the budgeting. Unforeseen or emergency expenses are considered after due discussion with the management. When any equipment is to be purchased or repairs have to be carried out, due diligence is practised and proper procedures/protocol is followed.

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: 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.3	0	0	0.2

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View 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:

Fund mobilisation: As the college is a self-financing institution, Student Tuition Fees are the main source of income. At times philanthropists, well-wishers or some organisations donate funds to the college. When a seminar is planned funds are procured by applying to bodies that allot funds for such endeavours. Local financial institutions are also approached to sponsor such events. Management provides need-based loans to the institution if required.

Utilisation of funds: At the beginning of the financial year, the budget is placed before the College Development Committee and there is discussion regarding how financial resources are to be utilised. Augmentation of infrastructure and enhancement of existing facilities are decided as per the need and priority. Utilisation of funds is scrutinised by College Development Committee as well as by the Governing Body. For large expenses, quotations are sought from vendors and service providers. These are scrutinised by the Governing Body and then decisions are taken. The Management takes care to ensure that expenditure is within the allotted budget. Optimal utilisation of resources is encouraged. Research scholars can access library resources for a nominal fee.

Care is taken to avoid overspending. Also, resources are managed and handled carefully so as to prevent damage. This step is necessary to prevent loss of funds on repair work. Careful use of water, paper and electricity are some steps that help to save funds.

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:

The IQAC of the institution plays a pivotal role in infusing quality into different activities. The core guiding principles that the quality assurance process bears in mind are

- Focus on process rather than product
- Be proactive
- Work collaboratively not competitively
- Timely documentation of activities
- Leverage technology to the maximum
- Be mindful of changing educational landscape and be open to change

The process for quality assurance broadly follows the following steps

1. **Perspective Planning:** A five-year strategic plan has been drawn with four broad areas and well-defined long term and short-term goals. The annual IQAC plan is based on this strategic plan. Each department also prepares plans that are aligned to the relevant areas and goals of the strategic plan. The plans are discussed with the Principal and IQAC coordinator. **Key Performance Indicators (KPIs)** have been identified for deployment of the perspective plan.
2. **Seeking incremental improvements:** The institution seeks to make incremental progress that builds to move towards the set goals. The needs of students, changes in national and global landscape are taken into consideration while deciding different activities. Plans are duly modified as new inputs and insights are gained by the staff. E-documentation of progress in form of reports is done. These are circulated among faculty and IQAC external experts to get their views and suggestions. Experiences, results, plans, challenges of activities are shared formally during CDC and IQAC meetings. Informal discussions in the staff room are also very useful to brainstorm and find solutions to any impediments that may be encountered.
3. **Mentoring and Monitoring for quality:** Newly inducted faculty is continually mentored by the senior faculty to ensure that quality is infused in all activities. All activities are monitored so that

mistakes do not accumulate and expected standards are duly met. While planning and executing various activities, the institution keeps in mind various documents, guideline issued by Ministry of Education, NCTE, NAAC so that quality is integrated into the activities.

4. **Multi-rater feedback:** Feedback from students, alumni, experts, internship schools and faculty helps to look at various quality dimensions. IQAC and CDC members help to enhance quality through their suggestions and by critically examining the activities in the college.

Other than the above-mentioned steps, some factors that help the quality assurance process are

- Reading and reflecting on quality assurance models in education and dovetailing those learnings in the quality assurance process
- Dedicated space on our E library to be aware on new avenues in quality assurance (<https://granthpushp.blogspot.com/p/books-and-documents-for-faculty.html>)
- Regular IQAC, CDC and curriculum planning meetings to review the activities and discern quality aspects
- Use of E governance tools like shared Google drives to learn from one another
- Close collaboration with other Teacher Education Institutions to deliberate on quality enhancement
- Participation on workshops, seminars on quality enhancement
- Display of all IQAC related matters on IQAC Google site brings transparency into the process (<https://sites.google.com/view/iqacpce/home>)

Thus, the quality assurance process followed by the institution believes in the adage ‘quality is not an act, it is a habit.’

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

6.5.2

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

Response:

The teaching-learning process is the pivot of any educational institution. Pushpanjali College of Education reviews the teaching learning process through (i) self-reflection by faculty (ii) Semester wise feedback from students (iii) review of multimodal approaches used (iv) review of curricular activities during curriculum planning meetings (v) analysis of University results

1. **Self-reflection by faculty:** All faculty members prepare a plan for the curriculum transaction of the course they teach. Based on the experiences of the past year, the plans are modified in the coming year. Teaching learning activities are also modified each year and synchronised to meet needs of students of that year.
2. **Semester wise feedback from students:** Feedback on curriculum is taken after each semester. This feedback gives clarity about how well as to the way in which the curriculum was transacted. Students also suggest new themes or strategies that can be included and this helps to plan the further teaching learning process.
3. **Review of multimodal approaches:** Multimodal approach is used for all theory courses. The list of resources and approaches used for each module is reviewed from time to time and necessary modifications are made.
4. **Review of curricular activities during curriculum planning meetings:** During curriculum planning meetings, faculty share their experiences of use of different approaches and this helps to get insights from peers
5. **Analysis of University Results:** University results of each semester give an idea of the effectiveness of the teaching learning process in the college. Faculty analyse the scores for the courses they teach and this helps to reflect on the effectiveness of the teaching learning process.

The teaching learning process involves and review becomes an integral part of this exercise

Analysis: Content analysis is done for each unit in the syllabus. If required supplementary content is planned to augment the prescribed syllabus. Learning abilities and needs are analysed from the self-disclosure scale that they fill on admission.

Design: This is an important phase of planning the teaching learning process where the various multimodal approaches are selected. The LMS for the teaching learning process is created in form of Google Classroom. Reference books, reference websites and websites for interactive learning are duly identified.

Develop: The year's plan for each course is prepared based on the analysis and design phases described above.

Implement: Generally, the first lecture is a discussion between the faculty and the students to know what the students already know about the course they are going to be learning. The faculty gives a brief overview of the syllabus and informs students of the expectations at the end of the course. Thereafter the course proceeds as per the plan prepared in the 'develop phase' described above. Two assignments are a compulsory part of each course.

Evaluate: Formative evaluation is done through questions and discussions during the lecture and through quizzes shared online in the Google Classroom for some of the topics. One essay and two class tests are conducted for each course.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	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: 15.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	16	20	13	8

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
Any additional information	View Document
Link for additional information	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: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	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 vision 'Education for the Life of the world' leads to its mission 'To impart Liberating, Inspiring, Formative and Empowering Education'. After the last accreditation in 2017, many improvements have been made to align to the ever-changing educational scenario. Two such areas are described below

1. Incremental improvements with respect to Value Added Courses and Self-study Courses:

During the third cycle of NAAC accreditation, one of the suggestions of the Honorable Peer Team Members was to conduct Value added Certificate Courses. The institution worked on the suggestion and began conducting value added courses on need-based topics. The courses conducted so far are:

2018-19: Course in Yoga, Course in Capacity Building Programme in Enabling for Inclusion

2019-20: Course in Counselling, E Content Development Course, Course on Apps in Education

2020-21: English Grammar Pro: Beginner to Advanced, E Content Development Course, Course on Apps in Education

2021-22: E Content Development Course, Course on Apps in Education, Barefoot Counselling Course

2022-23: E Content Development Course, Course on Apps in Education, Course on Communication Skills, Course on Mental Health of Secondary School Students

(See <https://pcepshpadeep.blogspot.com/p/certificate-courses.html>)

Some courses like Yoga Course, Course in Capacity Building Programme in Enabling for Inclusion and English Grammar Pro: Beginner to Advanced were deployed in collaboration with external agencies. Courses are devised as per the needs of the students. For example, the courses E Content Development and Apps in Education emerged out of the need for tech-based learning which was sharply felt during the pandemic. The course on Barefoot Counselling was created to help teachers mentor students as the need for mentoring became more profound after the pandemic. The course on Communication skills introduced in 2022-23 was due to the need expressed by students during their self-disclosure exercise.

Quality assurance in the courses: Quality forms the hub for all courses. This is evident from the fact that

- Although some of these courses are offered every year, the content in the courses is refined based on previous year's feedback.
- Course Learning Outcomes and Course Content are well defined.
- Feedback is solicited and the suggestions are incorporated while refining the course

Value Added Courses designed by the institution are conducted within college hours. However, students also undertake many self-study courses which are offered by other institutions and advisory bodies. For example, Central Institute of Educational Technology (CIET), NCERT offers training programmes every month. The topics are highly relevant especially in the light of the recommendations of the NEP 2020. Students participate in such sessions and earn certificates after meeting the set criteria. Similarly, students have participated in MOOCs conducted by University of Athabasca and Commonwealth of Learning. The faculty mentor students regarding enrolling for the self-study courses. If the students face difficulties using the MOOC platform, then they seek the guidance of the faculty.

Plans ahead: The overall experience of creating and conducting Value added courses has been rewarding and hence the institution is looking at the possibility of creating and hosting courses on topics like Indian Knowledge System, Artificial Intelligence and Education for Global Citizenship as these are themes necessary in present times.

2. Incremental improvements with respect to online resources made available for learners: Blended Learning is an approach that has become an integral part of the modern education system. Pushpanjali College of Education has always kept abreast of such approaches and this was an aspect appreciated by the Peer Team during the last accreditation. The institution continued to fortify its online resources to reach out to students and help them in 24 x 7 learning. These online resources available for learners are of two types

1. **Resources created by faculty:** These include YouTube videos created by the faculty and interactive resources on platforms like H5P, Thinglink. Webquests and Wordwall. Round table online discussions have been hosted on IdeaBoardz and Parlay Ideas. Some platforms like Padlet, H5P, Jamboards, Wordwall have been used by students during their lessons. (See <https://pushpanjalicollege.blogspot.com/p/e-content-developed-by-faculty.html>)
2. **Resources curated by faculty and shared with students:** The faculty identifies useful resources

from various sources and shares them with the students to augment their learning. The library blog is used for this purpose. These resources include videos from Swayamprabha, educational documents, E journals etc. (<https://granthpushp.blogspot.com>)

Quality Assurance with respect to shared resources: The E- resources prepared by the faculty take into consideration the CLOs planned for the unit. Platforms like Ideaboardz and Parlay ideas which are used for discussions promote critical thinking. The YouTube videos on academic topics have garnered many views and responses indicating that they are used by student community even outside the college. The comments of viewers are indicative of the quality of the resources. Resources curated from websites also are chosen carefully to align with the PLOs and CLOs and at the same time promote a quest for going beyond the syllabus. Due to the use of such resources, multimodal learning is promoted. Also, students get the benefit of learning from experts all over the globe.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Link for additional information	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 college has an architecture that makes maximum use of natural lighting and natural ventilation and hence use of lights and fans is reduced. Airconditioning is installed only in one room and is used most sparingly. The institution uses electricity supplied by the Maharashtra State Electricity Board.

Energy is conserved by using devices only when required. Fans and lights are switched off when not in use. Posters are put up near the switch boards to remind users to switch off appliances when not in use. Projector and computers are switched off immediately after use. Regular maintenance of the same helps to make them energy efficient.

Careful use of electrical appliances is encouraged to save over consumption of energy. The support staff carries out regular maintenance to increase the efficiency of devices. The college promotes the use of energy efficient CFL bulbs. CFL bulbs have reduced energy bills and also they have a longer life. The staff and students are well informed regarding the Energy Policy of the college and at all times they use energy carefully. Other than conservation of electricity, the college also emphasizes on wise use of other resources like water. Students incorporate the message of energy conservation during their internship lessons.

During summer months the college functions from 7 am to noon time so as to avoid the time of the day when temperatures soar. In this way energy consumption is reduced.

Planting trees in the campus helps to keep temperatures within bearable range and even the summer days are bearable due to the green campus. Curtains are used to keep out the glare.

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:

Meticulous waste management procedures are implemented in the college.

Segregation of wet and dry waste: Waste in the college is segregated into wet and dry waste. Two separate dustbins are placed at strategic points for the purpose. The dry waste is disposed via the Municipal authorities. Decomposable wet waste is put into the compost pit which is maintained by the support staff. Compost generated is used in the vegetable and plant patch in the campus.

E waste disposal: E waste is disposed through a vendor and if possible recycling is carried out. No E waste is dumped into dustbins. Cartridges are refilled whenever possible. As far as possible, printing is carried only if required. QR codes have been introduced to reduce printing of reports.

Recycling of paper: Used Paper is disposed for recycling. One side use of paper is done only when absolutely required. Most printing is done using both sides of paper. Unused pages from notebooks or answer scripts are used

Disposal of plastic: Plastic waste is avoided as the campus has a no plastic policy. Students are oriented to recycle waste in the right manner. This is done through workshops conducted by NGOs with which they collaborate for community work. Recycling, repurposing, reuse and rejecting unnecessary consumption are some of the strategies that are regularly used.

Regular inputs on waste management: Waste management is a topic that students learn as part of the Course Environmental Education. Students conduct workshops on the theme for the benefit of their peers and demonstrate the ways to manage waste both in the college as well as in their homes.

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: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	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: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5

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

Response:

Maintaining a clean and green ambience is highly valued in the institution.

Efforts to ensure cleanliness: The management and principal carry out regular inspections to ensure that the campus is kept clean and hygienic. Cleanliness is duly maintained through regular cleaning of the premises. Relevant boards emphasizing cleanliness are displayed near wash basins and in the rest room area. The premises are swept every day. Regular mopping of the floors is done on a bi weekly basis. The grounds are kept clean by weeding out the unwanted plants and grass. Dustbins are placed on campus to keep it litter free.

Efforts to ensure proper sanitation: Hygienic sanitation is ensured through regular cleaning of washrooms and regular maintenance. Sanitiser disposers are kept on the premises. Regular maintenance of faucets and pipes ensures that there is no leakage of water. Cleaning the toilets is done on daily basis. Cleaning material used is carefully chosen so that it is not harmful when disposed off through the drains.

Efforts towards maintaining a green cover: The college is situated amidst greenery and efforts are made to maintain the same. The campus has many trees and plants which are well maintained. Aesthetic layout of small gardens, use of galleries to nurture potted plants is part of the beautification process.

When trees shed leaves the leaves are disposed via the compost pit. The tree cover alongside the playground helps to keep the area cool. The verdant surroundings attract many birds and butterfly species adding to the beauty of the campus. Regular beautification of the campus is carried with importance given to planting of native trees.

Efforts towards having a pollution free environment: As far as possible students are encouraged to use public transport or bicycles. Those students coming from interior places prefer to bring their bikes as there is lack of public transport in their areas. In such case, the college encourages them to share their vehicles with other students coming from same area. No burning of leaves, garbage is done on campus. Pesticides are strictly avoided on premises. Organic fertilisers in form of compost produced in the compost pit is utilised for the plants.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	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: B. Any 4 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
Circulars and relevant policy papers for the claims made	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: 10.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.415	1.3	1.265	1.37	1.37

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:

The college is situated in an area where traditional knowledge practices have been practised by many

generations. The community supports agro-based practices like composting, natural rain water harvesting through ponds and local water reservoirs are used regularly by residents.

Conservation of local water bodies: Vasai is famous for its numerous water bodies locally called as *bavkhals*. These are basically trenches in the ground to hold rain water. Over time many of these water bodies are under threat due to increase in urbanisation. The college addresses these challenges by encouraging students to research into local practices. Students are made aware of the indigenous technical knowledge practices through the course Environmental Education. Some students carry small scale research on such topics as part of their assignments for Environmental Education.

Conservation of local beaches and mangroves: The coastline of Vasai is dotted by picturesque beaches. The local beaches are cared for through regular beach cleaning. There have been efforts to emphasize on mangrove conservation as mangroves are an integral part of the local ecosystem. This is done by collaborating with Luna Story Foundation an NGO with which the college has a Memorandum of Understanding specifically for the purpose of conserving local environment.

Efforts through VENTEL activities: Students incorporate VENTEL (Vocational Education, Experiential Learning and Nai Talim) activities during their internship. These activities include demonstration of making useful products using local material. As bamboo, banana and coconut plants are common in the area, some students demonstrate use of such material to make articles for household use. Trees like neem are common and students demonstrate preparation of eco friendly pesticides using neem. Emphasis on *Lokvidya* (traditional knowledge) and Indigenous technical knowledge practices is given importance.

Awareness among school students: The students carry out awareness drives about local environment and local resources during internship. Special sessions on water security, knowledge of local flora and fauna, exhibitions on environmental issues and tree plantation drives are a part of internship. Some action researches conducted also have centred over environmental issues and the local community has been sensitized to their role in resolving local environmental problems.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	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: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View 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
Link for additional information	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:

Each year, Pushpanjali College of Education identifies two distinct practices as its Best Practices. **Details of two best practices in prescribed NAAC format are given under 'additional information'**. These best practices are

(i) **E power to Empower:** Over the years, the college had leveraged its expertise in E-education to train pre service and inservice teachers in the use of E learning platforms. Online learning Material created by faculty and students is shared in form of OERs, online educational games and online worksheets. The college uses blended learning to make learning a 24 x7 endeavour. Initiatives like E- Jadui Pitara (online learning through self exploration) have been launched. Faculty and students participate in workshops and training sessions to be aware of changes in the E-education landscape.

(ii) **Think Globally, Act Locally:** This best practice is geared towards developing sense of environmental responsibility during internship lessons and developing a problem-solving attitude with respect to environmental issues. Regular participation in activities like beach cleaning, mangrove conservation and safe disposal of plastic are ways to conserve the local environment. The practice emphasizes our roles as care takers of the environment.

The list for the best practices of past five years is given below. Details shared at <http://pushpanjalicollege.com/AQARs.php>

Year	Title of Best Practice	Details
2018-19	Certificate Courses for Capacity	Two courses on Yoga and training

	Building	for inclusivity were carried out
2018-19	Engaging Learners through Experiential Learning	various activities conducted to support experiential learning
2019-20	E Content Development Courses for Inservice teachers	over 700 inservice teachers trained to teach online
2019-20	Capacity Building Programme for students from marginalized area	life skills programmes for tribal youth successfully conducted
2020-21	Nurture Nature Secure Your Future	activities conducted to practise the Rs of e Reduce, Recycle, Reuse, Refuse, Renew
2020-21	AMRIT Approach for showcasing Indian Culture	reviving Indigenous technical knowledge practices and disseminate information about the same
2021-22	Empowering Teachers for NEP 2020	various programmes carried out in connection with NEP 2020
2021-22	Community Engagement for Eco sensitivity	beach cleaning and mangrove conservation activities undertaken
2022-23	Jadui Pitara – The Magic Box for Learning	learning resources prepared for needy schools
2022-23	Get Back on Track Remedial Programme	remedial classes held to help school students to bridge the learning gap caused due to lack of access to learning during the lockdown

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	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 vision of the college is Education for the Life of the World. The college aims to impart Liberating, Inspiring, Formative, Empowering Education. **One of the thrust areas has been nurturing teachers who will be resilient and responsive to contemporary happenings in education.** NEP 2020 and the multiple key initiatives that followed the same have motivated the college to organise many programmes to help teachers align themselves to the forward-looking vision of NEP 2020.

Significant steps taken to help schools and colleges become NEP 2020 compliant are listed below

1. NAAC Sponsored National Level Webinar on NEP 2020 was organised on 15 Sept 2020. About 100 teacher educators, principals, teachers benefited from the webinar
2. Students are oriented to NEP 2020 to make them aware of their role as agents of change in implementation of the policy
3. Action research was carried out by students in 2022-23 on recommendations of NEP 2020
4. Chapter 23 of NEP 2020 emphasizes the importance of technology in education. To make students adept at use of contemporary trends of technology in education Value added Courses are conducted on E Content Development and Apps in Education. Workshops on AI in education are conducted. Students participate in courses and training sessions organised by CIET, NCERT and CBSE Intel to gain knowledge and skills in use of technology in the classroom.
5. Sessions are conducted to make students familiar with Indian Sign Language
6. Workshops in game-based pedagogy are conducted to promote activity based learning in a non-threatening ethos as advocated by NEP 2020 and National Curriculum Framework
7. Round table discussions are organised for the faculty so that they remain updated about the changing academic landscape ushered in by NEP 2020
8. Jadui Pitara programme was introduced in 2022-23 to prepare learning resources for economically disadvantaged schools
9. Faculty has conducted sessions for school and college teachers to help them have a NEP compliant ethos in their institutions.

E resources made by students and faculty are available online as Open Education Resources <https://pushpanjalicollege.blogspot.com/p/jadui-pitara-from-pushpanjali-college.html>

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

5. CONCLUSION

Additional Information :

Since its inception, the college has carved for itself a name of repute. The three NAAC cycles (an A+ grade in the last completed cycle), recognition as a lead college for the area, consistently good results and a near cent percent placement rate are evidences of the progress made by the college.

Being an unaided institution, fees are only source of income. Financial crunch is faced. Nonetheless, the college has never wavered from the vision, mission and core values it stands for. Dedicated efforts are incessantly made for ensuring that the best quality education is imparted to students.

The college's approach aligns with the latest trends in education. This curriculum is regularly updated to ensure that it equips students with the skills and knowledge required to thrive in today's classrooms. It encompasses subjects and modules that cover pedagogy, subject knowledge, classroom management, and educational technology.

The college displays commitment to using a variety of teaching approaches to foster a holistic learning environment. This includes a combination of lectures, interactive discussions, group projects, field visits, and immersive learning through internship experiences. The aim is to ensure that students are prepared to cater to diverse learning styles and abilities when they step into their own classrooms.

Recognizing the pivotal role of technology in 21st century classrooms, the college actively incorporates technology into teaching and learning processes. Value added courses train students for the use of educational software, e-learning platforms, and other digital tools that augment their teaching capabilities. They can thus effectively leverage technology in the classroom. Regular feedback channels are maintained with students, faculty, and alumni to address concerns and foster continuous improvement.

Students are actively encouraged to participate in extracurricular activities to hone their leadership, communication, and organizational skills.

The proactive management stands strong to support the endeavours of the faculty. Alumni also help in all college activities. The faculty mentors and guides students, fostering an environment of intellectual growth and personal development. The Principal is always supportive of the faculty's endeavours to ensure that the vision and mission of the college are duly met.

Concluding Remarks :

In conclusion, Pushpanjali College of Education's approach to Teacher Education is comprehensive and forward-looking. The well-planned curriculum, multi-modal teaching methods, integration of technology, proactive management, dedicated faculty, and a focus on extracurricular activities collectively create an environment where the students are well-equipped to excel in contemporary classrooms. Thus, our students emerge as educators who inspire, innovate, and adapt to the evolving world of education providing testimony to the college's commitment to producing educators who are not just equipped for today's classrooms but are also poised to shape the classrooms of tomorrow.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification					
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI</p>					
1.1.3	<p>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</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI</p>					
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	5	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	5	1	1

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	50	98	50	75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	50	98	50	25

Remark : DVV has made changes as per the report shared by HEI

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI

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

Structured feedback is obtained from

	<ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI</p>
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has made changes as per the report shared by HEI</p>
2.2.2	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 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)**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : DVV has made changes as per the report shared by HEI

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**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : DVV has made changes as per the report shared by HEI

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

	Remark : DVV has made changes as per the report shared by HEI
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI</p>
2.4.13	<p>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI</p>
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation

	<p>4. Facilitating research by providing organizational supports</p> <p>5. Organizing research circle / internal seminar / interactive session on research</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI</p>
3.4.2	<p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>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</p> <p>Answer before DVV Verification : 7 Answer after DVV Verification: 5</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>
5.4.2	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: B. Any 4 or 5 of the above Remark : DVV has made changes as per the report shared by HEI</p>
6.5.4	<p>Institution engages in several quality initiatives such as</p> <ol style="list-style-type: none"> 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)

	<p>5. Participation in NIRF</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI</p>
<p>7.1.4</p>	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI</p>
<p>7.1.9</p>	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI</p>

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations