# SELF STUDY REPORT

## FOR

## 1ˢᵗ CYCLE OF ACCREDITATION

## DNYAN GANGA EDUCATION TRUST'S, COLLEGE OF EDUCATION B.ED. THANE

BORIVADE, GHODBUNDER ROAD, THANE (W)
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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Dnyan Ganga Education Trust (DGET) is an educational institution that provides quality education to students of all ages. Established in 1987, DGET has expanded its reach to Thane, India, with the establishment of Dnyan Ganga Education Trust Campus in 2004 and later the College of Education (B.Ed.) in 2008. The college is affiliated with the University of Mumbai, approved by the National Council of Teacher Education, and recognized by the Government of Maharashtra.

Located near lush green, serene, and hilly terrain, DGET's College of Education (B.Ed.) (English medium, Co-Education) has 2 basic units and an intake capacity of 100 students. The college has competent, experienced, and qualified faculty, well-ventilated classrooms, auditorium for academic and cultural activities, library, curriculum-cum-pedagogy lab, art & craft room, computer lab, separate boys' and girls' common room, cafeteria, gymkhana, and multipurpose playground.

The college emphasizes knowledge and wisdom augmented with social, ethical, and moral values to liberate society from evil forces and establish a solid foundation of the Sovereign Socialist Secular Democratic Republic of India with justice, liberty, equality, and fraternity. The success of the institute is attributed to its Chairman, Prof. B. D. Patil, whose visionary leadership and efforts to create a positive impact resulted in the foundation and growth of the college.

The college operates under the governance of multiple committees and cells, overseeing and supervising all curricular and co-curricular activities. Its mission is to inspire, prepare, and empower students to succeed in the changing world, encouraging them to learn and develop intellectually, physically, emotionally, and holistically.

**Vision**

- To be a national leader in transforming lives through an innovative, rigorous and compassionate approach to education.
- To be known nationally as an institution that ' makes a difference
- To strive continuously to innovate – finding new and more effective ways to educate and serve students.

**Mission**

- Our College Inspires, Prepares and empowers student to succeed in changing world.
- To inspire students to learn and to develop intellectually, physically and emotionally i.e. holistically.
- To inspire students to continue learning throughout life.
- To prepare and empower students to be successful by helping them develop the knowledge, skill, and abilities needed to adapt and thrive in our increasingly diverse and ever-changing global world.

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

**Institutional Strength**

- Visionary, supportive and futuristic management
- Ventel Cell action plan Institute certified by MGNCRE, Department of Higher Education, Government of India.
- Swachhta Action Plan Institution recognised by MGNCRE, Department of Higher Education, Government of India.
- Highly skilled and capable admin staff
- Qualified and efficient teaching staff
- Faculty members proficient in ICT utilisation
- Value-added programmes. Courses are introduced based on current demands and trends.
- Extension activity in collaboration with Department of Lifelong Learning [DLLE], University of Mumbai.
- Efforts to engage with and support the local community
- Established a positive connection and fostered excellent relationships with various stakeholders.
- Student-centered teaching and learning process
- Robust alumni engagement and assistance in both academic and professional endeavours.
- 24/7 Closed Circuit CCTV Campus surveillance
- Preparing for competitive examinations - TET is for Teacher Eligibility Test, CTET stands for Central Teacher Eligibility Test, and CET stands for Common Entrance Test along with MPSC and UPSC
- Students engage in educational visits, internships, and action research projects.
- Engagement of students in competitions, seminars, and conferences at the national or state level.
- Well-furnished and equipped Library
- Spacious and well-ventilated classrooms with CCTV surveillance
- Multipurpose {playground and well-equipped Auditorium
- Dynamic Student Council
- Comprehensive student support services
- Proactive campus placement services
- Strong community outreach programmes
- Works on holistic development of teacher personality
- Lush green campus
- Trilingual approach in teaching learning
- Butterfly garden
- YCMOU study centre for M.A. (in Education) and Diploma in School Management.

**Institutional Weakness**

- Limited time to organise many programmes
- Lack of resources for students with disabilities
- The academic calendar of practice teaching schools poses a constraint on conducting trials of innovative teaching methods, limiting their reach.
- The library is yet to get digitised.
- It is not possible to offer opportunities for student teachers to get experience in international curricula, as these schools do not grant authorization for internships.
- Since it is an independent college, it is not eligible to apply for government funding for research studies and other related programmes.
- State CET cell's admissions process delay has had an impact on the admissions and examinations of the

B.Ed. programme.
- Limited advisory services and insufficient collaborations
- There is limited scope for flexibility in program structure as the curriculum prescribed by the university has to be followed
- The overall student engagement with central and state government backed welfare schemes is relatively low.

## Institutional Opportunity

1. Transition from undergraduate to postgraduate level of education - TEI, founded in 2008, has achieved 15 years of successful operation, making significant contributions to the development of more than 1000 educators. The institute, which currently focuses on undergraduate education in teaching, has the capacity to broaden its offerings by establishing postgraduate programmes in education.
2. Facilitation of Research Advancement - The pursuit of knowledge is propelled by curiosity. Engaging in study ignites curiosity and motivates us to engage in thorough investigation. The opportunity has arisen for TEI to build a specialised research centre. Research in the field of education not only enhances our comprehension but also propels advancements in the educational system, resulting in several breakthroughs in educational science.
3. The institute seeks to further increase its national linkages. The strategic engagement practices implemented at DGET would expand its reach to the employer community.
4. The institute sees lots of scope to expand into area of online education to cater to a potential student community that is unable to attend physical classes due to personal issues or other commitments or geographical distances.
5. The institute is in its attempt on adding more skill-based value-added courses in its repertoire in the near future.
6. Increase in internship linkages with schools will provide better experience and employment opportunity to students, hence the institute has scope of expanding its school linkage programs and outreach activities for students.
7. Conduct seminar / workshop related to NEP 2020 to create awareness among school teachers and other stakeholders.

## Institutional Challenge

1. Transitioning to the Interdisciplinary 4-year Integrated B.Ed. course - ITEP
2. Implementing student centered teaching and learning activities in classrooms with a large student population.
3. The postponement of the announcement of university examination results is having a negative impact on the placement of student teachers.
4. Delayed exam results from university and uncertain CET for B.Ed. also impacts the academic planning and students' future prospects and hence enrolment of students.
5. Offering specialised instruction in responding to the unique requirements of students with disabilities in an inclusive classroom setting.
6. Salary of Staff as per Government Scale.
7. Implementation of various programmes may be hindered due to lack of funding.
8. Difficulties in implementing changes in teacher education as suggested in NEP 2020 is a major challenge.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Dnyan Ganga Education Trust's College of Education (B.Ed.), is affiliated to the University of Mumbai and adheres to the curriculum set by the university. This curriculum is customised at the institutional level by careful design in cooperation with diverse stakeholders, facilitated by discussions and deliberations under the IQAC.

The college's explicit mission and vision drive the formulation of goals, objectives, and strategies at the institutional level. The implementation of this planning is carried out through the activities outlined in the academic calendar. The academic calendar is organised on a semester basis, taking into consideration the university's scheduled events.

The curriculum planning focuses on establishing clear Programme Outcomes (POs) and Course Outcomes (COs). The program's learning outcomes and the learning outcomes for each course are explicitly defined and effectively conveyed to all those involved. In addition to these activities, the institute arranges induction programmes, provides guidance on students' future possibilities, maintains an informational website, and holds orientation sessions for educators.

The TEI provides a diverse selection of elective and pedagogy courses, accounting for approximately 74.07% of all elective and pedagogy courses available. The TEI programme prioritises the development of crucial abilities, such as Emotional Intelligence, introspective analysis, insightful analysis and critical thinking skills.

The institution provides outcome-based education that emphasizes the acquisition of knowledge, development of skills, and attainment of competencies to enhance the employability of students as 21st century teachers. Curriculum transaction incorporates diverse methods of experiential learning to offer students practical encounters that enhance their conceptual understanding, procedural knowledge, and professional abilities. Students are educated about the various educational systems in India and overseas, including information about the curriculum, operations, assessment methods, and other relevant details, through expert lectures, assignments, discussions and visits. Curriculum enrichment is enhanced by offering a variety of value-added courses and self-study courses that facilitate the development of interdisciplinary abilities and bridge any skill gaps in the students. Continuous and comprehensive evaluation, which includes many methods of assessment, aims to optimise academic performance, competences, attitudes, and life skills of our student teachers.

**Teaching-learning and Evaluation**

The Institute of Education (TEI) is a high-quality institution that provides education to students, with an enrolment rate exceeding 90%. The institute follows a comprehensive screening and assessment framework, including an Entry Level Assessment & Interview, Preliminary Level Teacher Preparedness assessment, and Talent Hunt. It also emphasizes training student teachers with micro skills before introducing them to practice lessons in practice teaching schools.

The institute offers a 12:1 student-to-mentor ratio, providing support for students in academic and internship programs. The institution offers value-added courses to enhance knowledge and broaden perspectives of student teachers. It also implements a multi-lingual approach to enhance education in a multicultural and multilingual

environment.

The institute promotes learning through competency-based teaching methods, emphasizing experiential learning approaches such as expository teaching, direct instruction, and learner-centered differentiated teaching and constructivist approaches. Practice teaching training involves simulated or direct experiences followed by self-reflection. ICT integration is employed to facilitate the teaching and learning process, using tools like Learning Management Systems (LMS), ICT integration during teaching learning, and e-learning platforms.

TEI organizes seminars, talks, and workshops to foster competency development among students, improving communication and classroom teaching-learning dynamics. Faculty members are highly qualified and actively engaged in teaching, learning, and research. Consistent internal assessments ensure impartiality and openness, helping students gain insights and overcome shortcomings through remedial sessions by mentors.

The teaching, learning, and assessment processes are designed in accordance with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) in the outcome-based education approach.

**Infrastructure and Learning Resources**

The institution possesses adequate and properly maintained infrastructure facilities in accordance with the standards set by the National Council for Teacher Education (NCTE) for two units of students. The college is equipped with a multipurpose hall/ auditorium, classrooms, pedagogy rooms, a principal's office, a staff room, administrative office, a computer laboratory, a scientific laboratory, curriculum and resource rooms, library, toilet facilities, girls and boys' common rooms, canteen with drinking water facility, stationary and xeroxing facilities, gymkhana and a multipurpose ground surrounded with lots of greenery.

The classrooms are equipped WiFi facilities on each floor and CCTV surveillance. The internet in ICT lab is connected to the internet via a Local Area Network (LAN) and is equipped with 35 PCs with internet access, making it fully enabled for ICT use. All administrative staff members are equipped with computers for their job. Lift equipped with sensors transport teachers and pupils between the different floors. The college building is equipped with CCTV cameras and fire safety systems on every floor. We also provide hostel facilities for staff and students.

The library is spacious, properly aired, and houses a diverse range of publications including reference volumes, textbooks on teacher education, encyclopaedias, policy documents, dictionaries, e-books, periodicals, and newspapers. The college has established a formal agreement, MoU with DGET's College Junior as well as Degree College. As part of this agreement, the student teachers have access to the books and periodicals of junior and degree section as well. Both teachers and

students utilize the library extensively for knowledge enrichment. It also provides free access to documents and portals related to national policies and educational materials in general, special education, and physical education.

The campus is equipped with comprehensive ICT infrastructure, including safety cameras for surveillance, biometrics for attendance tracking, and a well-furnished Auditorium with audio visual facilities which has a seating capacity of 200 audiences.

 TEI is also fortunate to have gymkhana and multipurpose ground which allows students to practice indoor and

outdoor activities with great vigour and enthusiasm. The management ensures that the upkeep of the learning resources and facilities is carried out promptly.

## Student Support and Progression

The college offers a comprehensive student support system that includes various initiatives to enhance students' capabilities and skills. These include sessions on improving English proficiency, career guidance talks, professional skills development through self-learning courses, workshops on emotional intelligence, mental health and wellbeing, stress management through yoga, innovative practices, reflective practices, peer feedback sessions, and talks on action research.

The institution has a grievance committee, anti-ragging, WDC, and anti-sexual harassment committees that provide a hearing ear to students' grievances and work on providing appropriate solutions. Students receive financial assistance, including placement support and instalment options for fees payment. The placement cell plays a pivotal role in helping students seek jobs even after their B.Ed. via WhatsApp communication regularly.

The student council facilitates the smooth implementation of various activities within the institution, encouraging students to participate in extracurricular and curricular events such as intercollegiate and inter school competitions, annual sports day, cultural programs, special assemblies, webinars, creative preparation for social media, conferences, seminars, workshops, and guest lectures. Students also participate in the Department of Lifelong Learning and Extension [DLLE] under the University of Mumbai, participating in community-based activities and offering value-added and self-study courses.

The alumni association is an active and dynamic organization that plans and coordinates various activities and events for the well-being of the institution and its present students. It provides student mentorship, academic support, talent recognition, and strategies for becoming proficient and productive educators to address both local and global issues. The institution places a high emphasis on student participation and feedback to address any shortcomings in the curriculum.

## Governance, Leadership and Management

The college's management, principal, teachers, and administrative staff are dedicated to fulfilling its vision, mission, and goals. They engage with specialists to identify industry challenges and trends, guiding the institution's future course of action. The institution enforces a code of conduct, formulates the academic calendar, and maintains transparency in administrative, academic, and financial domains.

The governance aims to empower students and teachers, encouraging professional growth and advancement. Financial resources and time off are provided for participation in refresher courses, faculty development programs, conferences, workshops, and similar events. The management's progressive vision allows for the creation of value-added courses to improve pre-service teachers' professional skills.

The institution places great emphasis on feedback methods and transparency, providing comprehensive feedback to faculty members. Monthly staff meetings facilitate the coordination and execution of educational, instructional, and administrative initiatives. The principal provides suggestions for the college's comprehensive development and encourages staff to provide useful feedback in a democratic manner.

The institute fosters students' leadership abilities through various institutional activities and conducts annual academic and financial audits. The governance and leadership of the institution play a crucial role in establishing a standard and striving to achieve the institution's stated vision and goal through united coordination.

## Institutional Values and Best Practices

The institution aims to create value-oriented educators who are equipped with the necessary skills to implement changes in society. The management, principal, and staff have made efforts to educate a proficient workforce equipped with information and skills to implement changes. The institution encourages sustainable and environmentally friendly activities, such as SUPW sessions, art and craft sessions, paper bag making, and learning resources from scraps. The institution engages with the community through various activities, such as street plays, poster making competitions, talent search, cleanliness drive, tree plantation, rally, and visits. Students are given opportunities to arrange presentations on environmental issues and carry out small acts that can create significant impact.

The institution also believes in giving back to society, taking initiative in community upliftment through visits to orphanages and aanganwadi, helping disadvantaged kids. Recently, the college adopted an Anganwadi under the Women and Child Development Department, Government of Maharashtra, to serve students' and teachers' skill development and provide welfare to the needy.

One of the main focuses of the institution is improving the professional skills of student-teachers, giving them a competitive advantage. The institution offers a diverse selection of value-added courses, timely CTET/MHTET, B.Ed. CET coaching, other competitive exams, and career guidance to help aspiring candidates achieve professional competencies in teaching. The college also prioritizes enhancing and developing the personality, communication, and articulation skills of inexperienced teachers.

The VENTEL Cell is a practice established in 2020 by a college with the support of the Mahatma Gandhi National Council of Rural Education (MGNCRE) Govt. of India. Its objectives include enabling student-teachers to effectively use experiential learning methods, promoting holistic development, engaging them in utilizing available resources, developing and enhancing their knowledge of skill-based teaching and learning methods, and imparting vocational training.

The college conducts workshops, seminars, and guest speakers to disseminate knowledge on experiential learning, vocational training, and Nai-Taleem-based learning. This activity allows student-teachers to understand the significance of work-experience activities in education, as highlighted in NEP 2020. A Memorandum of Understanding (MoU) has been signed with Pidilite Industries Ltd, which conducts periodic workshops focused on waste materials and artistic endeavors.

## Research and Outreach Activities

Over the past five years, the institution has organized 16 National/State level webinars and seminars on various topics, including Entrepreneurship Education, Action Research, Women Empowerment, TET preparation, COVID Helpers' Skills for Student Community, Digitization & Reading: The Way Ahead, Augmentation of

School, and Higher and Professional Development Education. The management offers financial assistance and grants academic members sabbatical leave for professional development and research. The institute also organizes workshops, seminars, and conferences to encourage academic and student research.

The college fosters innovation, creativity, and entrepreneurship abilities among its students through its competent staff and resource persons. The Research Cell assists students in developing their research aptitude and skills, and the college has authored two books related to curricula.

The institution is committed to instilling humanitarian ideals in its students and promotes transactions based on these values through outreach activities like orientation sessions, expert talks, and various programs. The institution has expanded its collaborations with different organizations and institutions to provide students with a range of experiences, interactions with experts, and current knowledge and skills.

To support this objective, the institution has 10 operational Memorandums of Understanding (MOU) with various organizations and educational institutions. These activities involve various efforts, such as donating to old age homes, decorating notice boards, organizing cleanliness awareness drives, planting trees, and conducting health checkups. Around 80% of the student population participates in activities aligned with National Priority Programmes, demonstrating TEI's dedication to involving students in national-important endeavors.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | DNYAN GANGA EDUCATION TRUST'S, COLLEGE OF EDUCATION B.ED. THANE |
| Address | Borivade, Ghodbunder Road, Thane (W) |
| City | THANE |
| State | Maharashtra |
| Pin | 400615 |
| Website | dgetbedcollege-edu.org |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Swapna Khairnar | 022-25973273 | 9819953959 | - | dgetsbed@gmail.com |
| IQAC / CIQA coordinator | Rachana Das | 022- | 9860456448 | - | dgetsbedteacher@dgetcollege-edu.org |

| 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 minroity institution | No |

| Establishment Details |
| --- |
|  |

| State | University name | Document |
|---|---|---|
| Maharashtra | University of Mumbai | [View Document](#) |

| Details of UGC recognition | | |
|---|---|---|
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | | |
| 12B of UGC | | |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| NCTE | [View Document](#) | 25-05-2015 | 108 | Revised Order and valid till further changes |

| 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 | Borivade, Ghodbunder Road, Thane (W) | Urban | 4640 | 2813.2 |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BEd,Education,Education | 24 | Graduation and Post Graduation | English | 100 | 100 |

## Position Details of Faculty & Staff in the College

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 15 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 14 | 0 | 15 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

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| Non-Teaching 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 | | | | 8 |
| Recruited | 5 | 3 | 0 | 8 |
| 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 | | | | 1 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 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 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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| Part Time Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| 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 | 1 | 2 | 0 | 3 |
| 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** | **Others** | **Total** |
| | 0 | 4 | 0 | 4 |

**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 | 6 | 0 | 0 | 0 | 6 |
| | Female | 32 | 8 | 0 | 0 | 40 |
| | Others | 0 | 0 | 0 | 0 | 0 |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 0 | 0 | 1 | 0 |
| | Female | 2 | 0 | 5 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 1 | 1 |
| | Female | 1 | 3 | 2 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 2 | 3 | 4 | 4 |
| | Female | 94 | 92 | 84 | 93 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 1 | 2 | 3 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 100 | 100 | 100 | 100 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | The National Education Policy 2020 emphasizes multidisciplinary approach to education, which is aimed at providing students with a holistic understanding of different subjects. In order to equip ourselves with the dynamic arena of curriculum transaction and assessment, Dynan Ganga Education Trust's College of Education undertakes following activities: 1. Our Institution focuses on correlating the subjects instead of teaching them in isolation. 2. Faculty training programmes on collaborative teaching, framing interdisciplinary lesson plans and evaluating multidisciplinary learning outcomes etc., are conducted to prepare teachers with the skills and competencies needed to integrate various subjects |
|---|---|

| | |
|---|---|
| | effectively. 3. Project based learning approaches are given more emphasise so that it will facilitate multidisciplinary learning. 4. Conferences, Seminars, Workshops, Faculty exchange programmes were organized to get acquainted with the fundamentals of NEP. 5. Library and Laboratories investments which will be increased which will cater to diverse subject areas. 6. Community engagement will be encouraged which will help trainee teachers to apply their multidisciplinary knowledge and skill to real world. 7. Innovative assessment methods will be developed that will evaluate students' ability to apply knowledge across different disciplines. |
| 2. Academic bank of credits (ABC): | As per NEP 2020, ABC is a national level facility to promote flexibility of curriculum framework and provide academic mobility of students with appropriate credit transfer mechanism to choose their own learning path to attain a Degree /Diploma/PG-Diploma etc. working on the principle of multiple entry -multiple exit as well as anytime, anywhere and any level of learning. Considering the importance of digital initiative in education sector, DGET's College of Education has created awareness among students to generate ABC IDs as per the guidelines given by University of Mumbai. College encourages student-teachers to register in free online courses which are made available by Government of India. |
| 3. Skill development: | With an aim to foster learning ecosystem that will nurture creativity, critical thinking and innovation while equipping student-teachers with skills and competencies needed to thrive in a rapidly changing world, DGET's College of Education categorically follows the internship programme mentioned in the curriculum which helps them polish their skills of teaching, learning and lesson planning. Along with vocational skills, life skills and soft skills training is also provided by VENTEL cell and Student Development Committee. For example: activities like Dokra Art, Paper Bag Making, Mask making, cloth bag making (best out of waste), toran making etc. were conducted under VENTEL cell. The students are also guided on how to plan Nai-Talim based lessons, as part of VENTEL cell. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | There is a strong emphasis on integrating the rich heritage of Indian knowledge system into the Education curriculum. DGET's College of Education |

| | |
|---|---|
| | advocates the promotion and preservation of Indian languages, recognizing them as crucial carriers of Indigenous knowledge system. So we proficiently cater to the needs of vernacular students during curriculum transaction. Various activities such as Book review, Seminar presentations and competitions give equal emphasis on Marathi as well as Hindi language. Marathi Bhasha Gaurav Din, Hindi Divas, various festivals depicting our culture and traditions are celebrated with great zeal and enthusiasm. DGET's College of Education emphasizes on the integration of Ayurveda, yoga, mathematics, astronomy, arts and literature into curriculum transaction process so as to give holistic understanding of India's cultural heritage and scientific contributions. |
| 5. Focus on Outcome based education (OBE): | Outcome Based Education (OBE) is an approach that focuses on defining specific learning outcomes that a student should exhibit at the end of teaching-learning process. DGET's College of Education emphasizes on implementation of OBE to ensure that education is holistic, flexible, multidisciplinary and well suited to learner's need. B.Ed. Programme is designed with learning outcomes, based on cognitive abilities. Learning Outcomes are suitably structured at programme level and course level (PLOs/CLOs) and appropriate learning experiences are planned and executed to achieve desired set of goals and objectives which are evaluated and the analytics are used to enhance the quality of education. |
| 6. Distance education/online education: | DGET's College of Education recognises the significance of distance and online education in expanding the access to quality education and promoting lifelong learning. It was during COVID-19 epidemic, extensive use of online platform was incorporated for curriculum transaction and assessment process. Since then the institute has successfully conducted lectures, webinars, conferences, workshops, etc. in order to cater to diverse learning needs. Value Added courses and Self-Study courses were conducted on offline as well as online mode for enhancing accessibility of education. DGET's College of Education has Yashwantrao Chavan Maharashtra Open University (YCMOU) Study Centre offering M.A. in Education and Diploma in School Management (DSM) programmes which run on dual mode, with the intake capacity of |

| | 60 students and 120 students respectively, thereby facilitating many in-service teachers and principals of aided/ unaided schools to grow professionally. |
|---|---|

## Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | No |
| 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? | No |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | No |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | 1) Under (Department of Life Long Learning and Education DLLE, DGET's College of Education has participated in street play competition in which we perform on the theme "Electoral Literacy" and won 1st prize and huge appreciation. 2) DGET's College of Education conduct election to form student council with the aim at strengthening the culture of electoral participation among young and future voters. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | No |

# 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 |
| --- | --- | --- | --- | --- |
| 100 | 100 | 100 | 100 | 100 |

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Other Upload Files | |
| 1 | [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 |
|---------|---------|---------|---------|---------|
| 97 | 97 | 97 | 94 | 57 |

| 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 |
|---------|---------|---------|---------|---------|
| 91 | 95 | 97 | 94 | 53 |

| 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 |
|---------|---------|---------|---------|---------|
| 100 | 99 | 100 | 99 | 100 |

| 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..**

04-05-2024 12:14:43

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 08 | 10 | 09 | 08 | 09 |

| 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 |
|---------|---------|---------|---------|---------|
| 15 | 15 | 14 | 14 | 15 |

| File Description | Document |
|------------------|----------|
| University letter with respect to sanction of p | [View Document](#) |
| Any other relevant information | [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 |
|---------|---------|---------|---------|---------|
| 41.10 | 17.25 | 8.64 | 13.10 | 10.05 |

| File Description | Document |
|------------------|----------|
| Audited Income Expenditure statement year wise d | [View Document](#) |

**3.2**

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

**Response: 33**

| 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:**

The TEI follows the curriculum set by the University of Mumbai for the B.Ed. course, as it is affiliated to the University of Mumbai. The college aligns its Educational approach with a broader vision, mission, and goals set by the trust. To ensure effective implementation, well-structured processes facilitate the communication among all stakeholders. Meetings of teachers are conducted by the Principal wherein Academic Planning for the whole semester is discussed & subjects are allotted to different teachers. Timetable for the semester, library requirements, infrastructural requirements, ICT related requirements; allotment of practice teaching schools, formation of mentoring group & allotment to concern mentor, different tests, semester end exams, Academics related seminars & conferences, group discussions, student seminars, co-curricular activities along with the sports activities are also discussed & finalized.

Various college-level committees formulate guidelines and frameworks tailored to the specific needs of B.Ed. Programme at the departmental level. These measures aim to create a cohesive and well-organized Educational environment.

At the starting of each new semester the Departmental meetings are taking place to plan the whole semester academic programme. These meetings cover teaching details, lesson plans, class assignments, internal assessments, internship teaching, the use of reference materials, and required audio-visual teaching aids for teachers. The college regularly invites external experts to maintain educational quality and objectivity in the teaching-learning process.

Additionally, mid-semester curriculum planning meetings are also held to assess whether the existing plans are being followed effectively or if any changes are required. This ensures ongoing alignment with educational goals and enhances the overall teaching and learning experience & even the corrections in the curriculum plan.

The student feedback at the end of each session guides improvements in teaching methods, if required. As the college, affiliated to the University of Mumbai, has limitations in revising content & therefore whatever the syllabus provided by the University is followed as it is. We consider feedback from parents, employers, practice teaching schools, students, alumni, and teachers, & brings modifications in the method if required.

This inclusive approach allows the college to gather diverse perspectives for the annual review and make necessary adjustments for overall improvement. Moreover, the college has introduced self-study and value-added courses, including modules on skill development, mental health, Career guidance, Learning resources and based on local demands. These additional courses contribute to the overall development of

the students.

| 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:** A. Any 5 or more 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 Progammes offered by the institution, which are stated and communicated to teachers and students through**

1.   **Website of the Institution**

2.   **Prospectus**

3.   **Student induction programme**

4.   **Orientation programme for teachers**

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

| File Description | Document |
|---|---|
| Report and photographs with caption and date of teacher orientation programmes | [View Document](#) |
| Report and photographs with caption and date of student induction programmes | [View Document](#) |
| Prospectus for the last completed academic year | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| 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:** 74.07

**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 |
|---------|---------|---------|---------|---------|
| 20 | 20 | 20 | 20 | 20 |

**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 |
|---------|---------|---------|---------|---------|
| 27 | 27 | 27 | 27 | 27 |

| File Description | Document |
|------------------|----------|
| Data as per Data Template | [View Document](#) |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | [View Document](#) |
| Paste link for additional information | [View Document](#) |

### 1.2.2

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

**Response:** 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 |
|---------|---------|---------|---------|---------|
| 04 | 04 | 04 | 01 | 01 |

| 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:** 74

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 |
|---------|---------|---------|---------|---------|
| 96 | 87 | 92 | 25 | 70 |

| 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:** A. All 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:** 76

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 |
| --- | --- | --- | --- | --- |
| 90 | 100 | 80 | 60 | 50 |

| 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](#) |
| Any other relevant information | [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:**

The College is affiliated with University of Mumbai, and a consortium of teacher educators from several universities formulated the curriculum. The objective of the programme is to provide students with a thorough comprehension of educational theory and practice, enabling them to become competent and accomplished educators.

**Comprehension of Teacher Education:** The purpose of teacher education is to enhance a teacher's competence and proficiency, enabling them to better handle the challenges and difficulties of their profession. Teacher education includes teaching practices, robust pedagogical theory, and the development of professional abilities. Student teachers adhere to lesson plans when instructing courses. Experts and educators resolve any confusion that exists. Students can receive answers to their inquiries in a systematic mentoring group that is aligned with their academic pursuits.

**Focus on teaching pedagogies:** Teacher education encompasses educational levels, viz. secondary, and higher secondary. The institution's student teachers are highly equipped to teach at the secondary and higher education levels due to the quality of their pedagogical training, hands-on expertise, and teaching practice opportunities.

**Capacity to infer conclusions from a more extensive sample:** The faculties ensure that the curriculum adequately covers topics concerning gender, environmental sustainability, human values, and professional ethics. The college recognizes the importance of education that is based on moral principles, life skill education, emotional intelligence and inclusion. Human values are unquestionably the most precious of all values. These core values are explained to incorporate and implement in content based lesson plans for execution in practice teaching.

**Proficiencies/Abilities:** Teachers need a variety of skills, qualifications, and training to be successful in their roles. In addition, they necessitate outstanding interpersonal and intrapersonal skills, such as

patience and the ability to remain composed in high-pressure situations. Their capacity for collaboration enables them to effectively cooperate with others. Students are instructed in emotional intelligence, critical thinking, reflective thinking, classroom management strategies, cooperative learning, stress management, self-esteem, and positive thinking. Students engage in collaborative projects, seminars and discussions. The current state of affairs has been significantly shaped by the progress of Information and Communication Technology (ICT) which is incorporated for better transaction of teaching learning opportunities.

| 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:**

Diversity comprises the full range of characteristics that distinguish individuals, including but not limited to race, ethnicity, and gender; rather diversities in assessment system, classroom management, implementation in certain changes according to recent pedagogies etc. Disregarding diversity in education entails disregarding a vital component of your responsibility. Our institution equips students with the necessary skills and knowledge to navigate the actual society, we conduct various talks / seminars / workshops / webinars etc. to help students understand a diverse classroom setup.

**Development of school system**– The curricula fully address theoretical topics, and the programs provide an insider's view of the boards that oversee several boards, including the Maharashtra State Board Secondary and Higher Secondary Schools, CBSE Schools and ICSE schools. Reflective and critical analysis of book review of state boards and CBSE board books are done by students to understand the curriculum transactions, pedagogical differences, etc. Webinar on NEP 2020 and related tasks are organized for students also intercollegiate competitions are also held with reference to NEP2020.

**Functioning of various Boards of School Education and Functional differences among them -** The B.Ed. curriculum's understanding of discipline and school subjects is covered in the theoretical paper, "Contemporary India and Education, Knowledge and Curriculum. We familiarizes the pupil teachers with the concept, meanings and importance of contemporary issues in education system, social diversity, equity and diversity in school system.

**Assessment systems –** Assessment system is deeply explained with the help of evaluation workshops and blueprint making. Credit based evaluation, open-book examination, online examination, and design of rubrics for CCE models are introduced in course 'Assessment for learning'. After which students implement the same in their practice teaching schools, take inputs and get guidance from the school teachers as well.

**Norms and standards** – Various norms and standards are explained with the help of code of conduct of students and how discipline and decorum should be maintained in the premises. These qualities are incorporated in the lieu and intent to teach our students of how they'll implement these in school at their work place. Academic standards for teaching – learning – assessment is articulated and revised as per the suitability of local context. Latest pedagogies in teaching learning, blueprint, question banks, are all familiarized as per the functional differences.

**State-wise variations** - The syllabus of contemporary India and Education, knowledge and curriculum, include discussions of Western and Indian thinkers, their ideologies, and their approaches to help student teachers understand the bases, purposes, and forms of various boards. The option to transact curriculum internally intentionally blends in with the background reality of the community to investigate school types, learning preferences, and the various demands of the State. On comparison of many other country's assessment systems students reflect and comprehend the similarities and differences in various country's educational perspectives as a part of their assignment. Thus, students develop their international and comparative perspective throughout as their curriculum transcends.

| 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:**

Students at Dnyan Ganga B.Ed. College are provided with a diverse range of experiences through the curriculum's implementation. To achieve this purpose, the following steps give students professional training in teaching:

The college adopts a student-centric approach to education, prioritizing the needs of the students. The

college utilizes and endorses pedagogical methodologies such as inquiry-based learning, problem-based learning, project-based learning, discovery learning, experiential learning, and cooperative active learning. The objective is to facilitate independent student inquiry and exploration, promote collaborative group learning both within and outside the classroom, and encourage joint research and exploration between learners and educators. Within a specific program, prospective educators examine their own social growth and reflect on the influence their teachers had on their development when discussing social development. By engaging in self-reflection, students reflect on their learnings and personal perspectives and uncover how these beliefs might influence their future interactions with children.

As part of their internship programme, prospective teachers analyse the extent to which their personal cultural experiences and background correspond with the cultures of the students, community, and practice teaching schools.

Furthermore, apart from the previously described teaching skills, both the macro lessons and micro lessons of each subject are employed to convey knowledge. Prior to the commencement of practical instruction, mentors also deliver lectures on macro- and micro-teaching. The "School Profile" is created by student instructors. They tour the school, observe the daily operations, and interact with the permanent teaching staff of the practice teaching schools.

During their practicum, student teachers actively participate in all extracurricular and curriculum events at the school. They assist instructors with tasks such as decorating, organizing, morning assemblies, planning sporting events, and coordinating annual day celebrations.

Thus, Students derive professionally relevant understandings from various activities and consolidate these into professional insight from the wide range of curricular and co-curricular experiences provided to them during Teacher Education Program.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Any other relevant information | [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:** A. All of the above

| File Description | Document |
|---|---|
| Sample filled-in feedback forms of the stake holders | [View Document](#) |
| Any other relevant information | [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:** A. Feedback collected, analysed and action taken and feedback available on website

| File Description | Document |
|---|---|
| Stakeholder feedback analysis report with seal and signature of the Principal | [View Document](#) |
| Any other relevant information | [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:** 99.6

| File Description | Document |
|---|---|
| Document relating to Sanction of intake from University | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Approved admission list year-wise/ program-wise | [View Document](#) |
| Approval letter of NCTE for intake for all programs | [View Document](#) |
| Any other relevant information | [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:** 7.6

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 | 9 | 2 | 2 |

| 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](#) |
| Any other relevant information | [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 |
|---|---|---|---|---|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|---|
| List of students enrolled from EWS and Divyangjan | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Certificate of EWS and Divyangjan | [View Document](#) |
| Any other relevant information | [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 to the first year of the B.Ed. programme based on the results of the Common Entrance Test, and following the completion of the admission procedure, an Induction programme is subsequently organised for these students. This program provides newly admitted students with comprehensive information regarding the two-year programme. The Principal and Teachers also acquaint the students with the Rules, Regulations, and code of conduct of the college and University. The programme provides newly admitted students with extensive details about the lectures, tests, library facilities, internship teaching, various activities, and the semester examination process. An assessment method is implemented at each level to determine the diverse learning needs of students and their preparedness to engage in a professional education course, as well as the academic assistance offered to students. In addition to university examinations, colleges also perform internal assessments using various modes and methods to evaluate the requirements and abilities of individual learners.

Orientation Program (B.Ed. course + Library): The college organises an induction programme every year to welcome the new batch of students. A distinct Library orientation is arranged within the library, during which the principal, teaching faculty, and Librarian deliver comprehensive information about the available facilities in our library.

Given the different educational backgrounds of our students, we provide them with instruction and support to comprehend the fundamental principles of education, child psychology, pedagogical practices, and the perspective of children in the 21st century.

Throughout the duration of the course, students have several opportunities to engage in a wide range of academic and extracurricular activities, including both intercollegiate and intra-collegiate tournaments. Students are driven to proactively engage in every activity to enhance their holistic learning. Throughout the semester, students get Micro-teaching induction to improve their teaching abilities and equip them with essential resources and knowledge. Preliminary tests are administered prior to each university exam for all the courses in all semesters to provide students with a simulated practice for the final exam. The college places great emphasis on self-assessment and self-awareness, ensuring that students get a deep understanding of their own abilities and assisting them in refining their strengths while reflecting on their inadequacies. Students are directed to a free online assessment where they can gain insight into their self-esteem and reflect on their fundamental evaluations. Additionally, as part of their Audit course titled 'Understanding the self', students engage in reflecting upon a range of activities aimed at uncovering their strengths and shortcomings through the use of SWOT analysis. Multi-lingual teaching and counselling are employed to assist students who come from non-English instructional backgrounds and may first struggle to understand the subject matter. These events cover various themes and provide opportunities for students to exchange ideas and gain expertise in different aspects of the education system. Special attention is provided to slow learners to ensure that all students reach the same level of understanding, hence fostering a good learning environment.

| 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:** A. Any 5 or more 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](#) |
| Any other relevant information | [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](#) |
| Any other relevant information | [View Document](#) |

**2.2.4**

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

**Response:** 12.5

2.2.4.1 **Number of mentors in the Institution**

Response: 8

| 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:**

**Experiential learning**

- Hand on experience given to student teacher through various resources such as demonstration and practice lesson for microteaching as well as practice teaching in schools. Student teachers are afforded the chance to engage in authentic classroom experiences and conduct their practice teaching and internship under the supervision and guidance of their teacher educators.
- Institution takes the students for Pidilite workshop and conducted activities like DIY crafts, Best-out-of-waste under Ventel cell.. This experience provides students with practical training.
- These are chances for the students to apply their classroom knowledge in real-life situations.

These activities are founded on the principles of hands-on and cooperative learning.

**Participative learning**

- Our college is implementing critical thinking to encourage students to actively engage with the course for example Reading and reflecting on text, hidden curriculum etc.
- The affiliated member learning methodologies such as group discussion, presentations, workshops, assignments, quizzes, action research, and role-play are implemented.

**Problem solving methodologies**

- Our college employs the problem-solving approach to cultivate essential LIFE SKILLS such as analytical thinking, effective communication, decision-making abilities, creativity, interpersonal relations, self-awareness, empathy, and managing stress and emotions.
- This methodology is currently being effectively utilized in fields such as sociology, philosophy, psychology, ICT, and pedagogy of school subjects to enhance student learning experiences
- The institution has entered into several collaborative agreements/Memorandums of Understanding (MOUs) with various educational institutes to facilitate joint projects and academic activities such as seminars, conferences, lectures, and other exchange initiatives.

**Brain storming**

- The teacher educators facilitate the student teachers' engagement in the open exchange of ideas by prompting them to focus on a specific topic during theory sessions.
- Students initially form a small cohort and are presented with a specific problem or proposition. They deliberate on the matter and express their viewpoints to the teacher, who guides the group. The emphasis is on exploring numerous perspectives without critique, while welcoming all suggestions, even those diverging from the norm.

**Focused group discussion**

- This approach involves assembling students from diverse academic backgrounds, like science and the arts, to explore a specific topic of interest. It involves probing their views, attitudes, beliefs, opinions, or ideas in qualitative research. Participants engage in dialogue with each other during focus group sessions, fostering interaction unlike other research methods. Typically comprising 10 to 14 students, it features a teacher-led, loosely structured discussion encompassing various engaging topics.

**Online mode**

- All instructors utilize the YouTube platform to educate in their respective fields. All students can engage with teachers on various subjects through a WhatsApp group created for this purpose.
- The sole instructional approach accessible to students during the Covid-19 pandemic was virtual.
- The library offers internet connectivity to aid students in accessing electronic resources for

journal reflections, seminars, workshops, and paper presentations utilizing digital tools. Additionally, students are motivated to engage in online inter-collegiate events and competitions to foster creativity and critical thinking.

| 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:** 59.09

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 | 10 | 10 | 0 | 0 |

| 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:** 97

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: 97

| 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:**

Dyan Ganga Education Trust College of Education is dedicated to fostering professional attributes in

educators through various extracurricular activities and coursework. The institution's professor acts as a mentor, elucidating the fundamental traits of effective teaching through discussions. Private interactions with student counselors further enrich the developmental journey. Even after completing the university-prescribed curriculum, students' education at the institution persists, with every moment spent on campus seamlessly woven into a pedagogical experience.

To foster greater interaction, attentive listening, leadership, and collaboration among trainees, the institution enhances avenues for group engagements through initiatives such as college assemblies, English cultural Saturdays, community service projects, science expos, microteaching sessions, peer teaching exercises, internships, rural immersion programs, and more. Collaborative efforts are encouraged through activities organized by topic-specific clubs, student governing bodies, intramural cultural and athletic associations, and festive occasions. All student-led initiatives emphasize the importance of teamwork.

The university also addresses student diversity through diverse programs aimed at enhancing comprehension, mindset, and conduct. Opportunities to engage with diverse student populations are available through evening study centers, facilities for individuals with cognitive disabilities, and specialized educational institutions. Three undergraduate and postgraduate courses delve into the characteristics of both typical and exceptional students, while trainees are tasked with producing two reports on the diverse needs of students and a case study based on their internship experiences. Inclusive methodologies are imparted to student teachers through various group settings inherent in the teaching and learning process.

Consistent guidance and motivating challenges from the faculty and administration have yielded outcomes of self-control, evident in the conduct of trainees upon arrival and departure. The discipline committee diligently oversees this process of behavioral mentoring. The institution organizes seminars on stress management, family life education, and the development of soft skills. The "Teacher of the Month" program features presentations by experienced or retired educators who share their triumphs and obstacles in teaching.

Students are kept updated with contemporary developments that can enhance their personal and professional growth. Regular guest lectures on emerging trends pertinent to educators are conducted, and the institution hosts assembly quizzes and daily listening to AIR news bulletins for self-reflection. Personality development programs enable students to introspect and refine themselves.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Any additional information | [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 college organised several cultural events to foster students' interests and talents, while also cultivating their social and organisational aptitude. The commemoration of these occasions fostered the acquisition of knowledge, individual growth, interpersonal abilities, ingenuity, and a feeling of camaraderie and inclusion. Each minute spent on campus is converted into an instructional opportunity. Collaborating in groups In order to foster greater engagement, attentiveness, initiative, and collaboration among the participants in collective settings, the organisation is broadening the scope of group-based activities. The cultivation of team cohesion is effectively demonstrated through various endeavours such as college assemblies, English cultural Saturdays, social projects, science exhibitions, microteaching, peer teaching, internships, village camps, and short film creation.

Teamwork is fostered through participation in various extracurricular activities such as the theme club, student government, intramural cultural and athletic organisations, and other enjoyable events.

Collaboration is necessary for all student activities. Every morning during the assembly, a group of students is compelled to collectively undertake various tasks. The teaching and learning process provides ample opportunities for collaboration. The university frequently organises cultural events to demonstrate its support. Managing student diversity The trainees are presented with a diverse range of programmes specifically designed to enhance student comprehension, mindset, and conduct.

Furthermore, the trainees generate two records pertaining to the diverse requirements of students, as well as a case study derived from their internship experiences. The student teachers are taught about inclusive approaches by the teachers who implement them in the classroom on a daily basis. They have the opportunity to cultivate inclusivity due to the diverse range of group settings that occur during the teaching and learning process.

| 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:** A. Any 8 or more 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:** A. Any 8 or more 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](#) |
| Any other relevant information | [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:** A. All 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](#) |
| Any other relevant information | [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 |
| Any other relevant information | 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 |
| Link for additional 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](#) |
| Any other relevant information | [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:** A. Any 4 or more 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](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

## 2.4.8

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

**Response:**

1.      Selection/Identification for internship: participative/ on request

It is done by keeping in view the following parameters and on request to the school.

A)      When choosing schools, careful consideration is given to student's subjects insuring a well-coordinated and guided approach for the both the educational institution and the students.

B)      The emphasis is placed on the accessibility of schools for students with decision includes by the preferences expressed by the students themselves

C)      Before allocating practice teaching schools, the language of instructions(Hindi/English/Marathi) for students is taken in to account as crucial factor.

D)      We choose highly reputable schools and junior college in Thane cities ,to enhance the capacities, skills And capabilities of pupil teachers.

2.      Orientation to the students going for an internship

The following methods are used for the orientation of the students towards internship.

A)      Students are receiving information regarding the school expectation

Requirements and guidelines, including what to do and what not to do with in school premises.

B)      Students are provided guidelines on appropriate conduct with school authorities, fellow students, parents, and adherence to dress code during teaching practice.

C)      Students are briefed on both curricular and co-curricular activities they are expected to engage in during their internship. Additionally, they are provide with the essential resources, such as teaching aids required to facilitate this activities

3.      Defining the roll of teachers in the institution

The college defines the roll of the teachers in the following manner

A)      At the commencements of the internship the co Ordinator, principal or super visor at the schools and colleges conducts an orientation for the pupil teachers on the first day.

B)      Teachers enhance the internship experience by conducting regular checks and visiting the schools, providing valuable exposers to the pupil teachers.

C)      Teachers ensure a smooth flow of the internship by discussing and addressing students doubts with the school.

4.      Steam lining mode of assessment of student's performance

The training programmes assess each of the intern throughout the internship in the following ways:

A)      Various teacher conducts the regular visits to schools and junior colleges to observe and reviews lesson plans.

B)      Peer observation is components assessments where colleagues

Assess and support each other, providing constructive feed back to enhance their co teaching practices.

C)      Interns documents their schedule activities in the reflective journal, which is thoroughly reviews by college faculty accompanied by appropriate remarks.

D)      Rating scale and reflection sheets are provided to students in each lesson plan.

5.      Exposer to varieties of school setups

A)      Efforts are made to provide diversified and finest mode of learning by providing them with changed a new school environment every time they go for an internship.

B)      The teacher education aims to offer students opportunities in both government and private schools.

| 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:** 13.86

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

Response: 7

| 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](#) |
| Any other relevant information | [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 |
|---|---|
| Wherever the documents are in regional language, provide English translated version | [View Document](#) |
| School-wise internship reports showing student engagement in activities claimed | [View Document](#) |
| Sample copies for each of selected activities claimed | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |

### 2.4.11

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

**Response:**

Effective monitoring mechanisms were successfully implemented during the internship program at Dnyan Ganga Education Trust's College of Education (B.Ed). The college is committed to fostering and training its student teachers for the challenges of the teaching profession. To achieve this, the college has developed a comprehensive reference framework that includes various monitoring mechanisms in both the practical approach and teaching efficiency.

## Preparation phase:

During the preparatory phase of the internship program, student teachers practice many different and various training activities. The main purpose of the preparatory stage is to familiarize the student-teacher with teaching methods, classroom management techniques and the use of teaching aids. To ensure their readiness for real classroom experiences, the college has adopted the following monitoring mechanisms:

## Micro Teaching:

Structured Training: Structured training is taken by every student teacher where they learn the basics micro-teaching skills Learn about different teaching techniques, effective communication strategies and the importance of adapting teaching methods to different learning styles.

## Phase of teaching:

The teaching phase of the training program is the practical application of the knowledge and skills acquired in the preparation phase. The student teacher receive appropriate support and guidance at this stage, this is assured by the college. The college has implemented the following monitoring mechanisms:

## Mentoring:

**Mentors**: Each student teacher is assigned a mentor. The mentor acts as a guide and supervisor, providing personal support and advice during the training.

**Regular Observations**: Classroom observations is conducted by the mentors of students and teachers on a regular basis. They provide valuable insights into the student-teachers' teaching styles, methodologies, and interaction with students. These results allow mentors to evaluate the effectiveness of teaching strategies, classroom management, and student engagement.

**Feedback and Guidance:** After each classroom observation, mentors provide student teachers with timely and constructive feedback.

## Self reflection

Internship activities are maintained by Student teachers in a reflective journal of all the internship activities to gain insight about their weakness and strength.

## Role of Teacher educator

Teacher educators play an important role in guiding and monitoring teachers on their journey to become effective educators. With the help of classroom observations, teacher educators evaluate the progress of student teachers and identify areas for improvement. Feedback sessions help student teachers understand their strengths and weaknesses, which encourages a reflective approach to their teaching practices.

Teacher educators also play an important role in helping students develop well-structured lesson plans.

## The role of the school principal:

The principal monitors discipline, behavior, adherence to the lesson plan, substitution

reserved classes, social skills, participation in all school programs, certificate of completion of studies.

**The role of the school teachers**: When the training phase approaches, the educational institution plans assigning schools to student teachers. Students approach the master of their methodology.

**Role of peers:** Students from the same school provide emotional and physical support. They are very helpful to boost and give moral support to the student teachers.

| File Description | Document |
| --- | --- |
| Documentary evidence in support of the response | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [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](#) |
| Any other relevant information | [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:** A. All 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](#) |
| Any other relevant information | [View Document](#) |
| Any additional Link | [View Document](#) |

## 2.5 Teacher Profile and Quality

**2.5.1**

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

**Response:** 60.27

| File Description | Document |
|---|---|
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | [View Document](#) |
| English translation of sanction letter if it is in regional language | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |

**2.5.2**

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

**Response:** 34.09

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

Response: 03

| 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:** 11.5

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

Response: 92

| File Description | Document |
|---|---|
| Copy of the appointment letters of the fulltime teachers | [View Document](#) |
| Any other relevant information | [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:**

1. In house discussions on current developments and issues in education

Dnyan Ganga Education Trust, College of Education regularly revises its curriculum to align with the latest advancements and industry best practices. The institution promotes ongoing professional development among faculty members, hosting training sessions, seminars, and workshops. Teachers are informed about changes in the school education system, including the guidelines of NEP2020. The college conducts meetings with students and alumni to discuss contemporary advancements and concerns in education. The institution also adopts curriculum in-house and adapts it to the local context. In-house discussions on PLOs and CLOs are held at the start of each academic year, resulting in year plans and course activities.

2. Share information with colleagues and with other institutions on policies and regulations
The orientation program at Dnyan Ganga Education Trust's College of Education aims to equip teachers with the necessary knowledge and skills for their careers and familiarize them with the college's policies and procedures. It covers the college's vision, mission, pedagogical approach, and long-range objectives. Teachers are introduced to the college's guiding principles, pedagogical approach, and long-range objectives. The program also covers faculty policies, technology use, classroom management, and student engagement. Teachers are also informed about professional development opportunities, such as workshops and conferences. The college actively engages with social stakeholders to ensure the curriculum is relevant and meets real-world needs.

Dnyan Ganga Education Trust's College of Education offers value-added courses to supplement the basic B.Ed. curriculum and provide specialized training in subjects related to new issues and trends in the education sector. These courses include integrating educational technology, inclusive education and special needs, classroom management strategies, assessment and evaluation, and creative pedagogies. The college provides flexibility and customization, with expert faculty and guest lecturers leading the courses. The value-added courses are integrated with the core curriculum, and continuous evaluation ensures their effectiveness. Teachers participate in faculty development programs and share information about the Indian and international educational systems.

| File Description | Document |
| --- | --- |
| Documentary evidence to support the claims | [View Document](#) |
| Any other relevant information | [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 institution has adopted Continuous Internal Evaluation (CIE) as a method to assess student learning. The Continuous Internal Evaluation (CIE) System is a crucial element of our college, providing a comprehensive assessment of the B.Ed. programme offered by the University of Mumbai.

The goals of CIE are to achieve the following objectives: - Implement various learning practices such as MCQs, question banks, quizzes, concept maps, blended learning, mind maps, and the 5E model of Constructivism. - Utilise instructional models like the ADDIE model. - Conduct class tests and essay tests. - Promote cooperative learning through activities such as think-peer-share, round table discussions, puzzles, power-point presentations, and ICT integration. Encourage creative expression through reflective assignments and understanding self and emotions through audit course - understanding the self. schedule for all these tests / sessions are prepared at the beginning of the semester itself in the examination meeting according to the principal's guidelines.

This helps:

a) to evaluate students' comprehensive academic growth through the Programme.

b) To encourage students' active engagement and participation in the educational process.

c) To promote continuous improvement and progress in educational methodologies.

d) To provide timely feedback to teacher candidates in order for them to identify their areas of proficiency and areas needing improvement.

e) To assure the general improvement of the competencies, knowledge, and abilities of student teachers.

Student teachers' instruction and classroom management abilities are examined in areas that contain a practical component and also via various competitions. Students are provided with the opportunity to enhance their communication and presentation abilities by expressing their opinions and sharing their findings. Attendance is monitored to ensure that pupils are continually engaged in the learning process.

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

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

## 2.6.3

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

**Response:**

Dnyan Ganga Education Trust's College of Education has implemented a system to address grievances related to examinations, ensuring transparency and a positive academic environment. The college has a dedicated online portal and communication channels for students to lodge complaints, with regular

orientation sessions and reminders to keep them informed about the procedure. The college also conducts class re-tests for absentees and low scorers, considering the potential benefits and risks of each option.

Transparent communication is crucial for an effective grievance redressal mechanism, as the college has assigned a Grievance Redressal Officer who is readily accessible and promptly responds to students' concerns. An unbiased investigation into complaints is essential for upholding the integrity of the grievance resolution process, and the college guarantees the implementation of a thorough and impartial investigation for every complaint.

Confidentiality and privacy are maintained to promote students' unrestricted expression of their complaints, preventing any kind of victimization or intimidation. This guarantee aids in cultivating confidence among teacher trainees and promoting an environment where they feel secure to discuss their issues.

Prompt resolution is prioritized in the grievance redressal procedure, with complaints addressed within a designated period and complainants regularly informed of any progress or developments. Efficient responses mitigate undue stress on teacher trainees and facilitate their concentration on academic pursuits.

Continuous improvement is also a key aspect of the grievance redressal procedure. Feedback from teacher trainees and the grievance redressal committee is gathered, examined, and utilized to pinpoint areas for enhancement. These insights inform the implementation of essential modifications to further improve the system.

The efficient functioning of the grievance redressal procedure has had a beneficial influence on teacher trainees at Dnyan Ganga Education Trust's College of Education, as students experience a sense of comfort and confidence when they perceive that their concerns are acknowledged. The college officials' transparent and responsive attitude cultivates a sense of trust among the pupils, and the process serves as a deterrent against misconduct or unjust behavior during examinations, guaranteeing the preservation of academic honesty.

In conclusion, Dnyan Ganga Education Trust's College of Education has demonstrated a strong grievance redressal mechanism that has positively impacted the overall academic experience.

| File Description | Document |
| --- | --- |
| Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Link for additional information | [View Document](#) |

**2.6.4**

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

**Response:**

The college being a training college consists of approximately 200 students of F.Y. and S.Y. batch each academic year. The whole B.Ed. Programme is distributed into 4 semesters, of two semesters in each academic year. Each semester consists of three primary courses, which require the administration of both class tests and essay tests. Therefore, each semester consists of a total of 3 Class Tests and 3 Essay Tests. The college issues advance Notices to the students regarding the Essay Test, which includes 3 pre-prepared Essay Test Questions that are shared with the students. Once Unit 1 or any other chosen unit for the Essay Test is finished, the Semester end Essay test is conducted after completing the corresponding component of the Essay Test. Similarly, the dates for Class Tests are provided in advance according to the Academic Calendar. In preparation for these dates, all three units are thoroughly addressed and finished beforehand. Learning resources, including study materials relevant to the curriculum, are also distributed for the same purpose. The Question Bank is compiled and includes University Question Papers for each related Unit. These resources are supplied to students to aid in their comprehensive preparation. Students are required to write responses to several questions and have them reviewed by teachers prior to the examination. Feedback sessions are conducted after each test and the papers are corrected. The students receive guidance on the necessary adjustments and modifications needed to improve their written replies for each paper. The most optimal answer copy is preserved in the Library for students to consult. This guide offers clear instructions on the anticipated format and structure of answers for University Level Examinations, as well as the many types of questions that may be encountered.

| 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 Dyan Ganga Education Trust's College of Education focuses on outcome-based education, integrating Programme Learning Objectives (PLOs) and Course Learning Outcomes (CLOs) with the institution's vision and mission. This approach prioritizes holistic student development, including quality teacher training, self-awareness, self-confidence, and discipline. The college follows a consultative process involving stakeholders to define PLOs and CLOs, ensuring future teachers acquire necessary skills and knowledge as mandated by NEP2020.

The college has established a framework for the PLOs and CLOs for all courses/programs, which are

communicated to students during their orientation program. The college organizes its operations methodically, with the academic calendar providing a concise overview of planned activities throughout the academic year. Students are notified of any changes to the curriculum through notices and WhatsApp messaging.

Attaining PLOs and CLOs includes efficient pedagogy, community and extension work, cultivating human values, enhancing research endeavors, and integrating classroom technology. Regular assessments, demonstration lessons, feedback, and guiding sessions enhance the teaching-learning experience, while trainings and seminars comply with NEP2020. Community service and extension activities help students develop empathy and understanding of local and global difficulties. The college also offers extended training in collaboration with DLLE, University of Mumbai, aiming to engage marginalized communities and raise awareness about issues such as climate change, human rights, and India's constitution.

The practice of Yoga in Wellness helps students harmonize the teaching-learning process with desired learning results, foster social harmony, unity, and robust interpersonal skills. Research is a crucial component of teaching and learning, and action research guidance is provided for mentoring groups in semester 4. Classroom technology integration is essential, with online assessment, strategic lesson preparation, ICT integration in class presentation, hybrid mentoring approach, and applications/websites for teaching and learning.

Preparing for work placements involves in-house placement sessions, internship programs, workshops, and professional mentorship. Mentor teachers evaluate action research reports submitted by students and assign grades in accordance with the university's criteria.

| 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:** 97.29

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 |
|---|---|---|---|---|
| 91 | 95 | 97 | 94 | 53 |

| 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:**

The college provides a B.Ed. curriculum that has well-defined learning outcomes and course outcomes for each subject offered in the B.Ed. program. Programme Learning outcomes and course Learning outcomes are in synchronization with each other. The institution has a systematic and efficient approach to gathering and evaluating data on the learning outcomes of its programs and courses. It utilizes them to surmount the obstacles in the teaching-learning process. Diverse evaluation methods, including workshops, seminars, class assessments, essay tests, and assignments, are employed to gauge student learning outcomes. The institute utilizes it to overcome learning constraints. Continuous assessment involves many kinds of ongoing evaluation, such as class tests, essay tests, and assignments, depending on the course format. The methods by which students are made aware of learning outcomes are as follows:

1. The principal meticulously analyses the outcomes of every examination, both internal and external, and thereafter engages in a detailed discussion with the teachers.

2. The college notice board showcases a roster of commendable pupils, aiming to inspire all learners to strive diligently towards their intended objectives.

3. Exceptional pupils are also honored for their performance during the Annual day with a letter of appreciation / certificate.

4. The Students are periodically informed about the learning results of various co-curricular and extracurricular activities during courses. This is done to help them comprehend the significance of cultivating a well-rounded personality.

5. Prizes, medals, and certificates are given to the winners of cultural and sports events. Student learning is evaluated using both direct and indirect methods. Direct measurements encompass a range of assessments, including assignments, tests, essays, action research projects, and other forms of

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performance-based evaluations. Indirect measurements encompass course assessments, course enrolment information, and school placement rates.

Methods for assessing students' academic progress:

1. Formative assessment refers to any method used to provide students with input and guiding feedback on their performance in order to assist them make improvements. The feedback can be delivered either through in-person meetings during college hours or through written comments on assignments.

2. Summative assessments refer to evaluations such as tests, assignments, and other course activities that are employed to gauge the performance of students. They frequently disclose the knowledge acquired by students either at the conclusion of a unit or at the conclusion of a course. Within a course, the summative assessment has a mechanism for computing individual student grades.

| 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 |
| Link for additional information | View Document |

### 2.7.4

**Performance of outgoing students in internal assessment**

**Response:** 30.93

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

Response: 30

| 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 |
| Any other relevant information | View Document |
| Link for additional information | View Document |

### 2.7.5

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

**Response:**

The success of PLOs and CLOs serves as a sign of programme outcomes and learning outcomes. Proficiencies acquired in teaching-learning strategies, effective communication, classroom administration, individual engagement, information and communication technology (ICT) proficiency, and interpersonal skills. Internal or formative evaluation is conducted using several methods such as class quizzes, assignments, essays, practice teaching lessons, community activities, learning resources, internships, and book reviews. External or summative evaluation is conducted through external university examinations.

1. **Beginner level:** The College arranges an orientation programme for student-teachers at the start of each academic year. An orientation session is conducted at the beginning of each semester. The teacher-educators provide guidance on the many tasks and activities, explaining the overall framework of the B.Ed. programme in a comprehensive manner.

2. **Mid-term evaluation:** Following the commencement of the semester, the student-teacher undergoes ongoing monitoring and assessment through various means such as essay examinations, projects, community work, learning resources, internships, and book reviews. Student-teachers who score below 50% marks receive additional support through mentoring, advice, longer library hours, peer tutoring, additional resources, books, and e-content. The performance of all activities is assessed to determine the need for this support. Student-teachers who achieve a score of over 70% are provided with further assistance in the form of skill development courses, as well as guidance for various competitive exams such as CTET, NET, SET, and others. During the mid-term review, counseling and assistance sessions are provided. It assists students in enhancing their skills and effectively resolving issues in a timely manner, resulting in significant progress towards comprehensive growth. Throughout the internship in semesters 2, 3, and 4, teachers offer feedback that assists student-teachers in recognising shortcomings and enhancing their strengths in delivering lessons. Peer feedback is also promoted to foster self-assurance in individuals.

3. **Exit level:** Upon the conclusion of the two-year B.Ed. programme, the teacher-educators assess the overall performance of student-teachers by analysing their academic and other achievements on a semester basis. This provides a distinct indicator of the advancement achieved by each student-teacher, starting from the initial stage to the final stage. The student-teacher's accomplishments in CCA, Examination, Internship, and other project-based courses demonstrate their holistic growth and self-development through a range of teaching and learning activities and additional opportunities.

| File Description | Document |
|---|---|
| Documentary evidence in respect to claim | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 2.8 Student Satisfaction Survey

**2.8.1**

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

**Response:**

# Criterion 3 - Research and Outreach Activities

## 3.1 Resource Mobilization for Research

### 3.1.1

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

**Response:** 1.4

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 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 2 | 2 |

| File Description | Document |
|------------------|----------|
| Sanction letter from the funding agency | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Link for additional information | [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:** 0.1

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 |
|---------|---------|---------|---------|---------|
| 0.09 | 0.05 | 0.10 | 0.15 | 0.16 |

| File Description | Document |
|---|---|
| Sanction letter from the funding agency | [View Document](#) |
| Income expenditure statements highlighting the research grants received, duly certified by the auditor | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**3.1.3**

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

**1.Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation**

**4. Facilitating research by providing organizational supports**

**5. Organizing research circle / internal seminar / interactive session on research**

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

| File Description | Document |
|---|---|
| Sanction letters of award of incentives | [View 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](#) |
| Any additional information | [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](#) |
| Copyrights or patents filed | [View Document](#) |
| Any additional information | [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

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 | 0 | 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](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [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:** 1.02

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 |
|---|---|---|---|---|
| 2 | 0 | 0 | 5 | 2 |

| 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](#) |
| Any additional information | [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:** 9.2

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 |
|---------|---------|---------|---------|---------|
| 7 | 10 | 11 | 9 | 9 |

| 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](#) |
| Any other relevant information | [View Document](#) |

**3.3.2**

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

**Response:** 86.8

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 |
|---------|---------|---------|---------|---------|
| 94 | 90 | 85 | 75 | 90 |

| 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:** 74.6

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 |
|---------|---------|---------|---------|---------|
| 89 | 79 | 85 | 50 | 70 |

| 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 additional information | [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:**

We must teach our students about the societal demands and issues related to government programs and policies, as well as facilities, health, and education, as a college that creates teachers. Engaging a large audience and imparting information and expertise on specific issues to the broader public are the goals of outreach initiatives. An Overview of the TEI's Outreach Initiatives: The goal of our outreach initiatives has been to influence and raise students' awareness of social issues while also advancing community development. These projects cover a broad spectrum and include social awareness campaigns, community service, and partnerships with groups that promote the welfare of society. Shree Rang Ashram: The College arranges for students to visit Shree Rang Ashram and engage in a range of volunteer activities, including food preparation, cultural event planning, and daily task assistance to support the inhabitants. SOCIAL ISSUE SENSITIZATION PROGRAMS: Cleanliness Drive: The College organizes cleanliness drives in nearby parks, neighbourhoods, and public areas, to raise the community members' awareness about cleanliness and hygiene. Seminar about Transgender: In order to inform students and the public about the challenges encountered by the transgender population, the TEI had hosted an exhibition as well as a seminar on transgender rights and inclusion. Experts and activists

were invited to speak at the event. The seminar's objectives were to increase acceptance, understanding, and inclusivity. Outreach programs at the institution demonstrate the college's dedication to social impact and holistic education, helping to raise a new generation of socially conscious and proactive people who are committed to making a good difference in society.

| File Description | Document |
|---|---|
| Report of each outreach activity signed by the Principal | View Document |
| Relevant documentary evidence for the claim | View Document |
| Any other relevant information | 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 | 0 | 1 | 1 | 1 |

| File Description | Document |
|---|---|
| Data as per Data Template | View Document |
| Appropriate certificates from the awarding agency | View Document |
| Any additional information | 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:** 5.2

**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 |
|---------|---------|---------|---------|---------|
| 3 | 8 | 8 | 4 | 3 |

| 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:** 10

**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: 10

| 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](#) |
| Link for 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 institution offers a wide range of facilities to motivate teachers and students to acquire knowledge. These facilities include classrooms, pedagogy rooms, libraries, laboratories, gymkhana, ICT laboratory, art and craft room, curriculum laboratory, language laboratory, cafeteria, stationary facilities, auditorium, and multipurpose ground. Students have access to advanced resources and amenities, such as a well-equipped ICT lab and library with advanced facilities that help them grow and participate actively in the learning process.

The college has nine pedagogy rooms, two seminar halls (Wi-Fi enabled), an ICT Resource Centre with 33 computers, and a multipurpose ground. The library has an Integrated Library Management System (ILMS) that helps maintain records of books and journals, with a reading room accommodating 100 students and 20 teachers at a time. Laboratory facilities include a curriculum lab with Science and Social Science Laboratories like Psychology lab and Language Lab. The Social science laboratory contains models and charts on various concepts that can be used in teaching. The language lab is well equipped with headphones, webcam, and computers with updated software. The ICT lab is equipped with software and internet connectivity to make students proficient in a wide range of computer applications, making them competent in the present scenario and adaptable to NEP 2020. Other laboratories like Biology lab, Physics lab, and Chemistry lab are also available for student perusal. The Mathematics laboratory has Geometry box, Abacus Instrument, plastic/wooden geometrical shapes. The Teaching Aid Room is placed where teachers try to teach students in different styles and help them think out of the box. The Art & Craft Resource Center and Teaching Learning Resource Center for work experience encourage students in the practice of art and aesthetic value.

The college also provides a Girls and Boys Common Room for relaxation, study, and informal discussions. The Multipurpose Playground is useful for sports activities, with a sports field, turf, 100 meters Running Track, and sports complex available. The Fitness Centre (Gymkhana) offers various health-related activities for students to develop strength and stamina.

The Medical Room is available in case of emergency. Canteen facilities provide hygienic food at the confessional rate. Parking facilities are available for both two-wheelers and four-wheelers, and the college has a wide parking area for both. The college also offers a hostel facility for students on payment basis, a lift for the building, and a ramp and wheelchair for differently-abled persons. The multipurpose hall is used for various activities such as workshops, seminars, exhibitions, quiz competitions, and cultural activities.

The Principal's Office is a place where teachers receive inspiration and guidance. Staff Rooms are spacious and well-lit, and administrative offices have separate cubicles with computers for each staff member. Reception and waiting area are available for guiding enquiries and waiting places for visitors in case of emergencies.

The college also has an Examination Room, sanitation facilities, a store room, security room, and parking facilities for students and teachers. The college's infrastructure plays a vital role in the development and

overall growth of its students.

| File Description | Document |
|---|---|
| List of physical facilities available for teaching learning | [View Document](#) |
| Geo tagged photographs | [View Document](#) |
| Any additional information | [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:** 30

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

Response: 03

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

Response: 10

| File Description | Document |
|---|---|
| Geo-tagged photographs | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any additional information | [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:** 75.44

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 |
|---------|---------|---------|---------|---------|
| 14 | 17 | 08 | 13 | 16 |

| 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](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [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 is a spacious, well-ventilated space on the 5th floor of the institution, designed to instill reading habits in students and help teachers expand their knowledge. It has sections for circulation, periodical, reference, and reading room, with CCTV facilities for smooth functioning. The library has a diverse collection of textbooks, encyclopaedias, dictionaries, general books, reference books, journals, magazines, and newspapers, organized semester-wise to save students' time. It also subscribes to 22 journals and magazines on various subjects, as well as newspapers in Hindi, Marathi, and English.

The library is dedicated to providing the latest information in education through resources like journals and e-resources. It acquires books through suggestions and requirements from students and teachers, as well as changes in the syllabus. The library also provides a syllabus copy and previous year's question papers to students and teachers.

The library organizes orientation programs for newly admitted students to familiarize them with library collections, rules, and services. It also conducts semester-wise orientations with book displays. The library also organizes various activities for students, such as book exhibitions, book review competitions, book donation drives, and daily vocabulary enrichment activities.

**Integrated Library Management System (ILMS)**

- Library is partially automated with e-Granthalaya library management software (version no. 3.0) since 2017.
- It is licensed and yearly maintained and upgraded by Madhavi Information Services, Dombivli.

- Following are the activities performed with the help of the software.

1. Book cataloguing: Full cataloguing of any book is done with the help of this module.
2. Book circulation (Issue-return): Issue-return of the books is done with the help of this module. The book renewal and reserve process is also done with the help of this.
3. OPAC (Online Public Access Catalogue): Students can search library databases and demand their required books through library OPAC.
4. Barcode and book label printing: All the books are barcoded with the help of this feature.
5. Member ID generation: All staff members and students and alumni are given a member ID number for the book circulation process.

| File Description | Document |
|---|---|
| Bill for augmentation of library signed by the Principal | [View Document](#) |
| Any additional information | [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:**

**Response:**

The library of DGET's College of Education is enriched with many textbooks, reference books, and journals, as well as magazines. Students are oriented toward the library collection during their semester orientations. Students visit the library for the issue of books regularly. There is a separate computer kept for them to browse the library resources through OPAC. The library also has an open-access system for students. This way, they demand their desired book. But sometimes they are unable to come to the library physically; so, for their convenience, the library has uploaded details of its collection on the college website. Full bibliographical details of the books have been given on the website. Students can access these details remotely and browse through the collection of our college library. In addition to this, a list of General books, reference books, and periodicals and magazines have also been uploaded for students' reference.

Link of the remote access on website:

https://dgetbedcollege-edu.org/wp-content/uploads/2024/04/Accession-Register.pdf

| File Description | Document |
|---|---|
| Details of users and details of visits/downloads | [View Document](#) |
| Any other relevant information | [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:** E. None of the above

| File Description | Document |
|---|---|
| Receipts of subscription /membership to e-resources | [View Document](#) |
| E-copy of the letter of subscription /member ship in the name of institution | [View Document](#) |
| Data as per Data template | [View Document](#) |
| Any additional information | [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:** 0.13

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 |
|---|---|---|---|---|
| 0.15 | 0.16 | 0.0 | 0.22 | 0.12 |

| 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](#) |
| Any additional information | [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:** 3.31

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: 79

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: 114

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: 47

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: 44

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: 73

| 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:** B. Any 3 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:**

In the institution the integration of Information and Communication Technology (ICT) has afforded student, teachers and faculty members increased possibilities for adjusting their approaches to learning, teaching, and addressing individual needs. The incorporation of computers, and more recently, ICT, has exhibited diverse effects on the educational landscape. There are ICT for presentation, innovation aptitude and also great efforts in learning teaching using ICT integration. Top of Form

1.

1. **LAN network computer:**

The institute facilitates computer networking, allowing seamless communication among devices. This setup is frequently employed to distribute Internet connectivity throughout the college building where a Local Area Network (LAN) connect all of the computers within a building. Wide Area N network (WAN) connects with multiple LAN.

1. **Server**

Various server common types of servers including print server, file server, Web server, application server and mail server, etc.

A server can empower our faculty to securely assess their emails and files.

1. **Firewall security and antivirus installed:**

Windows Defender Firewall is used for both private network setting and public network setting is used. Antivirus installed is the purchased version of NETProtector.

1. **Vigilance Facility –CCTV**

CCTVs are position across the campus for observation in college every classroom, every floor library and lab CCTVs are installed for monitor all the activities.

1. **ICT Laboratories**

Our college provides computer labs with plenty numbers of desktops connected for students with LAN using internet connection. Also, the college provides a fully manual library.

The computer laboratory is well equipped with the updated MS Office software. Each faculty has a separate desktop with a facility of Microphone webcam and speakers for online classes. A common attached printer is also available for printing documents.

ICT Resource Room is available on the 4th floor, which provides a perfect platform for teachers to improve and adapt to better teaching practices with newer methods like blended learning. It also helps the students to learn about the world through the means of internet.

1. **Wi-Fi**

WiFi facilities are available in all the floors for students to use and the service provider is  ONEOTT Intertainment ltd.

1. **ICT Facilities are maintained by technical staff of college.**

Technical support faculty manage, maintain, and repair IT systems. Also, they have responsibilities are repairing faults, resolving network issues, installing and organizing software and hardware.

1. **Internet service:**

The internet service used for most of the educational purposes, (Research, Preparation of test, language learning, information and different courses related the course) The college provides internet speed up to 100MBps.

1. **Software – Windows 10 and Microsoft office10 :**

In college the upgradation of Windows 10 has benefitted us to:

Browse the internet faster and safer with Microsoft Edge.

Its window is familiar, Faster and very secure.

1. **Personal 4G hotspot device** - College has also purchased 2 JIO Personal 4G hotspot device for better connectivity.

| File Description | Document |
|---|---|
| Document related to date of implementation, and updation, receipt for updating the Wi-Fi | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 4.3.2

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

**Response:** 3.03

| 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](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 4.3.3

**Internet bandwidth available in the institution**

**Response:** 100

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

Response: 100

| 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](#) |
| Any other relevant Information | [View Document](#) |
| Link for additional information | [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 to the e-content developed by the faculty of the institution | [View Document](#) |
| Link for additional information | [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:** 88.23

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 |
|---------|---------|---------|---------|---------|
| 37.86   | 15.32   | 6.76    | 11.33   | 8.26    |

| 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](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 4.4.2

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

**Response:**

The college has a well-defined system for maintaining and utilizing its academic, physical, and support facilities. College non-teaching staff and in-house staff are responsible for the maintenance of these facilities on a daily and periodic basis. In case of breakdowns, standard procedures are followed to repair equipment and machinery.

The college management allocates sufficient funds each academic year for maintaining and upgrading facilities such as classrooms, laboratories, and the library. They take into account the need for repair and replacement of furniture and other equipment available on the campus. The college also has an annual Maintenance Contract (AMC) for ICT resource center for computers and other requirements in the computer lab. Other facilities such as water filters, house-keeping facilities, waste management, CCTV, air conditioning units, and required repairs in infrastructure facilities such as classrooms, toilets, and staircases, lift are maintained as per need basis.

The college has a well-defined system for maintaining and utilizing all its academic facilities. Classrooms are well ventilated and ensure safety through CCTV installation, showing a commitment to providing a conducive learning environment for students and teachers. Regular maintenance of these systems is crucial for effective classroom management and uninterrupted learning experiences.

The college has one library associated with one "library cum reading room" with an Integrated Library Management System (ILMS: 'e – Granthalaya'). The library provides e-learning resources and regular updates for uninterrupted usage. Computers and software maintenance, including updating software related to administrative and overall maintenance of campus infrastructure, are in place.

The college also offers a multipurpose playground, sports field, turf, 100 meters Running Track, and sports complex, with safety equipment and sports gears properly maintained. Other facilities include washroom facilities, cultural facilities, canteen facilities, hostel facilities, lift facilities, traveling facilities, security facilities, restrooms, and ramp and wheelchair facilities for differently abled persons.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional inflrmation | [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:** B. Any 4 or 5 of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View 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:** A. Any 8 or more of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View 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 |
|---|---|
| Upload any additional information | [View 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:** A. Any 5 or more of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View 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](#) |
| Paste link for additional information | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

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

**Response:** 74.88

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 |
|---|---|---|---|---|
| 87 | 89 | 34 | 80 | 32 |

| File Description | Document |
|---|---|
| Upload any additional information | [View 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](#) |
| Paste link for additional information | [View Document](#) |

**5.2.2**

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

**Response:** 27.47

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

Response: 24

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

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

Response: 01

| File Description | Document |
|---|---|
| Upload any additional information | [View 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](#) |
| Paste link for additional information | [View Document](#) |

**5.2.3**

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

**Response:** 3.72

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      | 05      | 00      | 00      | 01      |

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Copy of certificates for qualifying in the state/national examination | [View Document](#) |
| Paste link for additional information | [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 a dedicated student council for each batch of students, which assists in managing the formal communication between the students and teachers. The members of the student council are elected through a secretive ballot system. The student-teachers engage in effective campaigning and, on election day, they cast their votes confidentially. The council members are then elected based on the amount of votes each candidate has received.

This council is established in accordance with the constitution outlined by the Maharashtra Public University Act of 2016. Section 99(3) of the Maharashtra Public Universities Act of 2016 established the Student's Council. The Student Council consists of members who have been elected.

The Student Council is responsible for administering, enforcing, and adhering to the Student Council responsibilities.

- Attend all official meetings and make minutes
- Assist in the scheduling and drafting of agendas and minutes
- Create and distribute agendas for all meetings
- Bridge the gap of information discussed in the meetings and pass it on to the rest of the students
- Take follow-ups of various tasks assigned by the teachers
- Create harmony and discipline between the students and represent their issues to the teachers and principal in the meeting.

The positions available in the council are as follows: -

- General Secretary -
- Class Representative -
- Cultural Secretary -
- Joint Cultural Secretary -
- IT Expert -
- Joint IT Expert -
- Sports and Field Visits In-charge
- Women Development Cell representative
- Grievance Cell In-Charge
- Harassment Cell In-charge
- Anti-ragging Cell In-charge

The student-teacher who receives the most votes is appointed as the General Secretary, while the candidate with the second greatest number of votes is designated as the Class Representative.

The roles of the GS (Graduate Student) and CR (Course Representative) are crucial during the entire period of the course. They facilitate communication and collaboration between teachers, support staff, and student-teachers on all matters about the teaching and learning process. They assist in the organisation and implementation of both academic and co-curricular events organised by the institution, serving as representatives on committees such as CDC, IQAC, and the library committee. Additionally, they assist in communicating any uncertainties or inquiries from the student-teachers to the professional members.

The council members act as intermediaries between the staff and the students.

The student-teacher responsible for each cell assists in the preparation and coordination of the seminars, workshops, and activities carried out by the cell, and also actively participates in them. Each member of the student council is responsible for fostering a positive and respectful connection with the staff members and student-teachers. This is crucial for the effective functioning of the institute and the seamless execution of daily teaching and learning activities.

| File Description | Document |
| --- | --- |
| Upload any additional information | [View 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:** 24.8

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 |
|---------|---------|---------|---------|---------|
| 31 | 28 | 15 | 21 | 29 |

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View 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 institution is fully aware of the vital role that alumni play in the operation and advancement of the organisation. The institute has encouraged former students of the college to establish an Alumni organisation. Senior professors provide assistance to the association in many academic activities, such as selecting internship schools, organising cultural and social events, and even serving as judges.

Alumni convene annually, and the association holds biannual meetings on campus. The institution offers comprehensive facilities to support all the activities of the association.

Alumni also offer input to the principal and staff regarding their needs and suggestions for enhancing the teaching-learning process, infrastructure, ICT requirements, library resources, sports, and cultural events of the institution. This feedback is very useful and essential for the current group of student-teachers. They offer insightful suggestions and take part in the internal curriculum development process.

The alumni also offer guidance and mentoring to the newly enrolled student-teachers, particularly during

the induction program. They assist in the preparation of lesson plans prior to the internship time by conducting demonstration lessons. In addition, they impart their knowledge and provide valuable perspectives on the course, while also offering support and encouragement to new students. Additionally, they provide guidance to the members of the student council regarding their roles and responsibilities. Occasionally, they also assist in resolving student complaints.

The involvement of alumni in every institution is crucial for preserving a robust and efficient environment.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Details of office bearers and members of alumni association | [View Document](#) |
| Certificate of registration of Alumni Association, if registered | [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:** A. Any 6 or more of the above

| File Description | Document |
|---|---|
| Report of alumni participation in institutional functioning for last completed academic year | [View Document](#) |
| Income Expenditure statement highlighting the alumni contribution | [View Document](#) |
| Documentary evidence for the selected claim | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Any additional link | [View Document](#) |

## 5.4.3

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

**Response:** 10

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 |
|---|---|---|---|---|
| 02 | 02 | 02 | 02 | 02 |

| File Description | Document |
|---|---|
| Upload any additional information | [View 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](#) |
| Paste link for additional information | [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:**

**MECHANISM OF ALUMNI ASSOCIATION IN MOTIVATING AND NURTURING TALENT**

The alumni play an important role in supporting and motivating the student-teachers.

They provide guidance to the students at induction program. They share their experience while doing the course at the TEI and also their experience post the completion of the course. They share insights regarding the career prospects after the completion of the course. They provide guidance regarding the point to remember while undergoing the internship. They also share their own stories of success and help in boosting the confidence of the fresher students, and help in developing their attitude towards the course into a positive one.

They also help the professors in mentoring the fresh batch student-teachers. They also guide the members of the student council regarding their role and responsibilities. They also provide inputs while organising events in the college.

Our alumni conduct lectures on ICT and they also deliver demo lectures based on constructivism, Nai-Taleem, etc. the delivery of demo lessons by experienced alumni prove to be really helpful in guiding the current student teachers in understanding the method of effective lesson planning. Guidance from the alumni also help in increasing the confidence of the student-teachers. They also help in solving student grievances.

The alumni play a vital role in the placement of the student teachers at the end of the fourth semester. They help the institution by providing the details of the schools or other institutions looking for new teaching faculty. They provide placement support by forwarding the messages from the recruiting schools to the college's official number so that the college can pass on the information to the current batches. The alumni also organise special guidance sessions before the placement drive at the campus to boost the confidence of the student teachers. They help in clarifying the doubts, if any, of the student teachers regarding the expectations of the recruiters.

The role of alumni in every institute matters for maintaining a healthy and effective environment.

| File Description | Document |
|---|---|
| Upload any additional information | [View 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:**

**Vision**

- To be a national leader in transforming lives through an innovative, rigorous and compassionate approach to education.
- To be known nationally as an institution that ' makes a difference
- To strive continuously to innovate – finding new and more effective ways to educate and serve students.

**Mission**

- Our College Inspires, Prepares and empowers student to succeed in changing world.
- To inspire students to learn and to develop intellectually, physically and emotionally i.e. holistically.
- To inspire students to continue learning throughout life.
- To prepare and empower students to be successful by helping them develop the knowledge, skill, and abilities needed to adapt and thrive in our increasingly diverse and ever-changing global world.

**OBJECTIVE**

- Spread of education, relief to poor, medical relief and welfare of the society.

The vision and mission statement of Trust aims to promote academic excellence and empower young minds through knowledge, skills, and values required for future teachers. The institution integrates these statements into every corner of the college, aiming to create teachers who can meet the demands of 21st-century society at local and global levels.

The objectives are formulated and implemented by the Trust and the college to reach up to these vision and mission statements. The college focuses on creating a strong-based future generation for nation building, preparing students to face any challenges.

A perspective plan is a blueprint for the college, aiming to achieve short-term and long-term goals and objectives aligned with its vision and mission. It includes specific growth objectives and targets for long-

term development, providing quality education through teachers for years to come.

Participatory teaching methods involve active student and teacher participation, encouraging better retention of learned material. Teachers are involved in various academic, curriculum, co-curricular, and extension activities, reflecting the participative approach to the college's functioning. Social and co-curricular activities include free medical camps, plantations, visits to NGO, field work, art and craft, Ventel cell activities, cultural celebrations, and festival celebrations.

Staff members and students play important roles in key committees like the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC), contributing their insights to shape the college's academic and administrative processes. Staff meetings provide employees with the opportunity to practice problem-solving skills and brainstorm solutions to difficult situations, helping in academic and administration work.

Various committees, such as the sports committee, cultural committee, and anti-ragging committee, ensure smooth operations and student welfare. The anti-ragging committee aims to prevent, prohibit, and redress all forms of ragging, providing a safe and supportive environment for all students.

The institution receives support from management, principal, teachers, and administrative staff to fulfill its vision, mission, and goals through various activities.

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

**6.1.2**

**Institution practices decentralization and participative management**

**Response:**

The educational institution promotes inclusive, transparent, and collaborative decision-making processes. It is managed by a Board of Trustees, consisting of distinguished educators, who establish the institution's vision, mission, objectives, and strategic direction. The Governing Council, consisting of various stakeholders, is responsible for approving policies, strategies, and budgets proposed by the principal and other committees.

The College Development Committee (CDC) is formed in accordance with the Maharashtra Public Universities Act 2016, ensuring that the CDC's aims align with the institution's overall vision and mission. The CDC's primary responsibilities include infrastructure development, implementing new technologies, ensuring staff well-being, facilitating academic activities, organizing various functions, coordinating social activities, and overseeing the overall development of the institution.

The Principal acts as an employee of the Trust, responsible for comprehensive management of the institution, ensuring that its operations align with the vision, purpose, and objectives established by the Board of Trustees. She oversees academic and administrative operations and serves as a liaison between the board of trustees and teaching and non-teaching personnel. The Trust provides various facilities, such as a computer lab, library, classrooms, sports facilities, and other co-curricular facilities, to support the achievement of its goals.

The Internal Quality Assurance Cell (IQAC) is responsible for ensuring and maintaining the quality of internal processes and procedures within the institution. It oversees and assesses the college's performance based on predetermined criteria and benchmarks, ensuring that the college strictly follows policies and guidelines established by the Governing Council and other regulatory bodies under SRA.

The General Administration team manages daily operations such as human resources, finance, infrastructure maintenance, and student services, collaborating closely with the principal and the IQAC to guarantee the efficient operation of the institution.

Committees are encouraged to focus on specific aspects of the college's operations, such as the Student Welfare Committee, Cultural Committee, Academic Committee, Research and Development Committee, and Sports Committee. The library serves as a crucial hub for accessing and conducting research, supporting the academic and research needs of the college. The college has a solitary library equipped with an Integrated Library Management System (ILMS: 'e - Granthalaya'), which facilitates the maintenance of records for books and journals.

| File Description | Document |
| --- | --- |
| Relevant documents to indicate decentralization and participative management | View Document |
| Any additional information | 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 institution is committed to transparency in all its operations, including financial, academic, administrative, and other areas. Trust is known for its dedication to openness and holistic student

development.

Financial Function Transparency:

The institution proactively communicates details of price structures and payment schedules to prevent confusion and ensures adherence to financial regulations and standards. It levies fees per the approval of the fee structure committee and provides an instalment option for financially disadvantaged students.

Audits by a certified accountant enhance the institution's credibility and ensure adherence to financial regulations and standards. Categorizing expenses into specific categories allows for better understanding of the distribution and utilization of finances.

Academic Function Transparency:

Trust consistently follows academic schedules that provide advanced information about numerous activities. Academic delivery is in accordance with University of Mumbai guidelines. Teachers provide comprehensive explanations of the academic plan during orientation programs, and internal assessments ensure fairness and fairness in evaluation processes.

Administrative Function Transparency:

Recruitments and staff promotions are conducted with complete transparency. The admission process is posted on both the notice board and the institute's website, and prospective applicants are informed well in advance of the admission procedure, eligibility requirements, and selection process for various courses. Faculty consistently provides timetables for classes, extra lectures, remedial sessions, workshops, seminars, practice teaching, and extracurricular activities.

Transparency in other operations:

The college journal serves as a platform for publishing a wide range of activities and new ideas. The institution produces an annual college magazine, organizes regular workshops, seminars, and guest lectures to foster a dynamic learning environment and exchange information.

Presentations of environmental sustainability, teachers training programs, sports events, cultural activities, and community service promote a sense of responsibility among students.

In conclusion, trust is committed to transparency in all aspects of its operations, ensuring a transparent and inclusive environment for all stakeholders.

| File Description | Document |
|---|---|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View Document |
| Any additional information | 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 Institutional Strategic Plan provides a clear and detailed plan for the gradual and proactive growth of the Teacher Education Institution (TEI). It functions as a roadmap for attaining the organization's vision and objectives, encompassing the formulation and implementation of plans for TEI's expansion. The strategic plan is important because it provides a structure for achieving both immediate and long-term objectives and assuring optimal performance in related performance measures.

**College encompasses strategic Plan both short-term and long-term objectives:**

**Short-term strategic plan:**

- The Institution develops action plans for effective implementation of the curriculum. University and NCTE rules and regulations are strictly followed.
- Ensuring effective curriculum delivery necessitates a complete approach that encompasses academic planning, a meticulously organized timetable, initiatives to assist students with slower learning abilities, focused emphasis on advanced learners, and the implementation of frequent class assessments, seminars, and presentations.
- Improving instructional techniques by emphasizing highly interactive approaches to enhance teaching and learning.
- Promoting creative and innovative engagement and cultivating a research-oriented mindset among educators and students to boost their teaching aptitude.
- The institution's dedication to social engagement is demonstrated through its prioritization of improved community services, which involves active student participation in a range of community activities.
- The focus on skill development in students is achieved through workshops, seminars, value-added courses, and activities that aim to foster soft skills and enhance personality development.

**Long-term strategic plan:**

- Qualitative growth prioritizes enhancing academics, administration, and student abilities. The strategy plan includes pursuing assessment and accreditation by NAAC to accomplish this objective.
- In addition to offering post-graduation courses such as M.Ed. and M.A. in Education, Trust is also intending to expand its offerings in the field of teacher's education.
- This includes proposing and getting approval for Integrated B.Ed., proposing Physical Education and Ph.D. in Education programs, as well as establishing a research Centre. These initiatives are part of the organization's future strategic plan for vertical expansion.
- Reinforcing IQAC and launching quality initiatives to meet set standards.
- Developing strategies for establishing a national and international presence.
- Enhancing campus infrastructure and recruitment procedures.

Future Plan/ Perspective Plan

2027- Multidisciplinary

2032- Global Linkage

2037- Deemed / Autonomous

| 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 following factors contribute to the effectiveness of the TEI:

Management Policies: For an extensive period, the College has been committed to delivering high-quality education in Thane. They have established many educational institutions, including a high school, junior college, degree college, and B.Ed. college. Individuals place their faith and hold a favourable opinion of these establishments due to their consistent and continuous growth. It demonstrates the trust's commitment to providing higher education to individuals from diverse backgrounds.

Administrative Setup: The college possesses excellent amenities and a very efficient staff. The organisation is comprised of a Chairman, Director, Secretary, Treasurer, Principal, teachers, support staff, admin workers, clerks, cleaners, and security guards. This well-coordinated crew ensures efficient operations.

Appointment and Service Rules: The institution adheres to explicit regulations for recruitment and employment, established by both the University of Mumbai and the college itself. These rules encompass the necessary credentials, the hiring process, and the remuneration of individuals. This facilitates the seamless and streamlined execution of the hiring process.

The trust facilitates the education of individuals across many levels, including kindergarten, high school, junior college, degree college, and B.Ed. college, as part of its institutional strategy. The presence of these schools and universities greatly benefits the neighbourhood. The B.Ed. College is particularly significant due to its effective training of teachers. The trust's extensive experience and dedication to education demonstrate its effectiveness.

Perspective Plans and Development:

Trust has both short-term and long-term perspective plans and development plans. The short-term strategic plan focuses on aspects such as proper curriculum delivery, teaching learning enhancement, encouraging     innovation, community services, participative approaches and skill development in students. On the other hand, the long-term perspective plan emphasizes qualitative and quantitative growth, post-graduation opportunities for students, the establishment of a research cell, and efforts for assessment and accreditation by NAAC. These plans highlight the trust's proactive and efficient functioning.

Future Plan

2027- Multidisciplinary

2032- Global Linkage

2037- Deemed / Autonomous

| 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](#) |
| Link for additional information | [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](#) |
| Any additional information | [View Document](#) |
| Annual e-governance report | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.2.4**

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

**Response:**

The college management diligently endeavours to offer students opportunities to assist the marginalised and destitute individuals who have been forsaken by society. This cultivates a feeling of solidarity among individuals, a longing for fairness in society, a readiness to make selfless acts, and an aspiration to act as a conduit for societal transformation on behalf of God.

The college has implemented several committees to guarantee the seamless and efficient functioning of college operations. These well-defined committees have the responsibility of discussing, choosing, and implementing action plans. The institution's daily operations are carried out by various committees such as the Anti-ragging Committee, Grievances Committee, College development cell, Placement Committee, Community Services Committee, Sports Committee, IQAC, Examination and Internal Assessment Committee, Student Council committee, Alumni Committee, Women's Development Committee, and Practice Teaching Committee.

The college Committee routinely holds meetings with both teaching and non-teaching staff to coordinate and manage various programmes.

| 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:**

**Welfare Measures for Teaching and Non-Teaching Staff:**

**Competitive Salary and Benefits:** The institute emphases on compensation packages of teaching and not teaching staff as per the industry norms. They receive appropriate benefits such as professional tax, provident fund.

**Health and Wellness Programs**: Institution offers Wellness workshop, emergency center, and health insurance facility to support employees' physical and mental well-being,

**Free Parking and conveyance facility -** Institute provides free Parking and conveyance facility to teaching as well as non-teaching staff.

**Work-Life Balance and Recreation:** Remote work especially during the COVID-19 pandemic, a celebration of Women's Day, Teachers Day, and maternity leave.

**Training and Workshops**: Various workshops, seminars, and training sessions are organized by Institute to upgrade teaching and non-teaching staff skills and knowledge.

 **Safe work environment:** The staff room set-up is well-ventilated. Filtered water facility, hygienic canteen service, separate and clean washrooms for male and female staff.

| 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](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [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:** 20.45

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 |
|---|---|---|---|---|
| 02 | 01 | 00 | 03 | 03 |

| 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](#) |
| Certificate of membership | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [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:** 24

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 |
|---------|---------|---------|---------|---------|
| 04 | 05 | 07 | 04 | 04 |

| 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](#) |
| Any additional information | [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:** 13.64

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 |
|---------|---------|---------|---------|---------|
| 0 | 01 | 02 | 01 | 02 |

| File Description | Document |
| --- | --- |
| Data as per Data Template | [View Document](#) |
| Copy of Course completion certificates | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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**6.3.5**

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

**Response:**

Performance Appraisal System:

The college uses a thorough process to evaluate how well its staff are doing their jobs. They look at not just what they do, but also how they act, their potential to grow, and what they're good at and where they can improve. This helps the staff know how they're doing and how they can get better in the future.

Teaching staff: Performance appraisal is regularly taken and reviewed by the principal.

**Regular feedback from students:**

Feedback is gathered for each teacher after every term for all the subjects they teach. Teachers are informed about the feedback and given suggestions for improvement if needed. Feedback for administrative staff is collected yearly.

**Suggestion Boxes:**

Students have the opportunity to provide detailed feedback about both teaching and non-teaching staff through suggestion boxes located on each floor

**Grievance Redressal Cell**:

The college has a working Grievance Redressal Cell where students can file complaints online. Once received, the committee discusses the complaints and communicates their decision to the principal.

**Informal Feedback:** Performance is also informally assessed through discussions in academic sessions, fulfilling duties within committees, and daily observations of punctuality using the biometric system**.**

Non-Teaching staff:

The college uses specific criteria to assess its temporary staff regularly. This evaluation includes factors like character, behavior, skills, work capacity, discipline, dependability, interactions with others, and cooperation with superiors, subordinates, colleagues, students, and the public. Communication skills and

technical abilities are also considered. Overall, this Performance Appraisal System is crucial for evaluating employee performance, motivating them, identifying strengths and areas for improvement, and ultimately improving overall performance.

| 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** |
| Any additional information | **View Document** |
| Link for additional information | **View Document** |

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

**Process of internal and external financial audits:**

The institute conducts both internal and external audits and both are conducted with complete transparency. During the internal audit, the college's policies, practices, and risks are comprehensively examined. In contrast, the external audit focuses on reviewing the annual financial records. If the auditors make any recommendations or identify shortcomings, they are promptly addressed.

The institution submits its financial records, such as the payroll register, voucher files, cheque payment details, and daily fee register, for external audit. The management appoints a chartered accountancy firm to conduct the external audit. The chartered accountant thoroughly examines all the given records and then submits a report.

**Mechanism for settling audit objections, if any:**

Any errors and corrections identified in both the internal and external audit reports are promptly addressed, and precautionary measures are implemented to prevent the recurrence of such errors in the future. Nevertheless, the auditor's remark appended to each financial audit record affirms that the records provided by the TEI have been accurate and devoid of any inconsistencies.

Reporting of results of the audit to the management, and coordination between the auditors and the management is also overlooked by the concerned authority in the college to ensure smooth functioning

and to avoid the shortcomings in the accounting process.

Sometimes, the auditor's person even guides the administrative staff for fool proof documentation, so that shortcomings are minimized and accounts are maintained as per the guidelines of the highest authorities like the University, government, and NCTE.

| 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](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.4.2

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

**Response:** 0

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

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

| 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](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.4.3**

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

**Response:**

It is crucial for any institution to effectively allocate finances in order to promote growth and development in its operations.

The primary sources of funding for our college encompass:

• Collection of student fees

• Revenue generated from the sale of application forms and admission charges

• Charges for different student services

• Accrued interest on the college's fixed deposit

• The trust covers any deficit, if there is one, resulting from the rental of the campus auditorium or other infrastructure.

The principal of the institute, with the guidance of the management, determines the budget for each year. The funds are allocated for the upkeep and expansion of various facilities such as classrooms, washrooms, the multi-purpose hall, the turf, the gymkhana, the stationery shop, and the canteen. Additionally, the funds are used for transportation services, internet access, utility bills, enhancing student resources, improving teaching materials for faculty, and enhancing library management.

The money is also used as petty cash, which is held by the principal. This petty cash fund is allocated for the purpose of providing travel vouchers to staff members who are on Outdoor Duty. It is also used to compensate expenses incurred by student-teachers while preparing for college events and activities, such as the purchase of decor materials for the college's annual day celebration, Urjaa, and various other events. The money is also allocated for the procurement of various products necessary for college, such as banners for different events, among others.

It is also used to buy trophy souvenirs or plants that are given to resource persons or important guests. The money is also used in the organization of initiatives such as Swacchta Abhiyan, DLLE events, intercollegiate competitions, workshops, etc. The resource persons invited for various workshops/talks are also given remuneration. The institution also provides semester booklets to students for better transition of the curriculum and ease of the students.

The management consistently strives to offer excellent and up-to-date facilities to both students and staff, resulting in high satisfaction levels among our students regarding the facilities provided.

| File Description | Document |
|---|---|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [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 TEI maintains an operational Internal Quality Assurance Cell. The establishment of this cell took place on June 3rd, 2017.

The IQAC guarantees that quality assurance is given utmost importance and is not restricted to a select few individuals or events. The institution aims to cultivate a culture of excellence by engaging all stakeholders, including faculty, staff, students, alumni and management. Stakeholder feedback is crucial for the advancement of the institution. The implementation of quality assurance measures at the level of higher education contributes to the development of a long-term, sustainable strategy for upholding and improving academic standards. The IQAC is responsible for ensuring that all activities carried out at the college are executed with utmost efficiency, effectiveness, and adherence to high standards.

The following objectives need to be fulfilled under IQAC:

• Overseeing and managing initiatives aimed at enhancing the educational standards.

• Enhancing the academic and administrative performance

• Streamlining the integration of the institution's activities and establishing best practices.

• Enhancing institutional functioning by including all dimensions of service quality into the decision-making process.

• Academic disciplines must make progress in a timely, active, and consistent manner.

• Implementing quality efforts in accordance with institutional policies, mission and vision.

• Advocating for strategies to improve the operation of institutions in order to promote quality.

Actions implemented by the Internal Quality Assurance Cell (IQAC):

• Preparing for Evaluation and Accreditation by the National Assessment and Accreditation Council (NAAC)

• Enhancing the efficiency of the Admission Process through effective promotion

• Administering the Academic Calendar

• Establishing Memorandums of Understanding (MOUs) with local Non-Governmental Organisations (NGOs), colleges and schools

• Functioning and execution of activities to be conducted under Department of Lifelong Learning and Extension (DLLE), University of Mumbai

• We offer career guidance to student-teachers through seminars.

• Assessing Community Activities and drafting a plan of action according to the suggestions for future activities.

• Analysing Practice School Experiences

• Administering Value Added Courses and overseeing its completion.

| 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 institution implements many measures to ensure a high-quality teaching and learning experience throughout the academic year. Within the framework of IQAC, numerous conferences and seminars are organised, in addition to implementing various strategies aimed at enhancing the overall effectiveness of the institute. Some of these measures include:

1. Evaluations in the form of periodic class tests and essay tests are administered each semester to assess the progress of the student-teachers.

2. Co-curricular events, community service, and field trips are often scheduled to promote comprehensive development and enhance learning among student-teachers. For instance, student-teachers were escorted to the Nehru Planetarium on National Science Day.

3. Throughout the duration of the course, students engage in project work and submit assignments to enhance their comprehension of the subject matter.

4. Action research is conducted during the fourth semester to improve the learning outcomes of student-teachers.

5. Special workshops are organised for student-teachers to acquaint them with novel learning resources and their applications. These workshops aim to ensure that student-teachers acquire innovative and creative teaching approaches.

6. ICT is integrated into daily lectures to acquaint student-teachers with the most recent technological advancements in the teaching and learning process.

7. Library reading sessions are conducted, and student-teachers are assigned open book assignments, self-study courses etc.

8. Peer teaching sessions are conducted to assist students who are struggling and have a slower learning pace. Additionally, simulated lesson plans are carried out.

9. Mentoring groups are established for each class to cultivate a personalised teaching and learning approach between the educator and the student-teachers.

10. The principal has initiated specialised workshops on "Implementing constructivist teaching methods in the classroom". As a result, significant enhancements have been observed in the execution of lessons during practice teaching sessions. The training session is also led by the Alumni members.

11. The college offers a vocabulary enrichment programme that introduces a new word each day. This programme includes the pronunciation, definitions, and usage of the term in a sentence.

12. Every week concludes with a brief quiz in which student-teachers are questioned about the vocabulary they have learned and are encouraged to incorporate these words into their daily conversations.

13. An academic planner is a tool used to pre-plan the activities that will take place during the academic year. This is done to ensure the teaching-learning process runs smoothly and efficiently. Occasionally, the committee meeting is convened to make modifications to the academic calendar, as need arises.

| 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:** 34.8

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 |
|---|---|---|---|---|
| 30 | 37 | 23 | 36 | 48 |

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

| File Description | Document |
|---|---|
| Supporting document of participation in NIRF | [View 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](#) |
| Any additional information | [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 college is dedicated towards providing the best to the student-teachers, and to achieve this goal it is always striving towards bring necessary changes and improvements in the academic as well as administrative domains.

**Academic Incremental Improvements**

The teaching faculty members are always working towards introducing pedagogical innovations to provide the student-teachers with the best of the learning experience as well as teaching strategies.

To equip the student teachers with the modern techniques of child-centred education, the same student-centric approach is followed on the institutional level as well. Keeping in consideration the student welfare system, practice of time to time guidance, one on one mentoring, provision of dual medium of taking lectures, provision of translated notes etc. exist in the institution. The students who might be facing some kind personal emergencies are provided additional help in case of missed lectures and events.

In order to bring consistent improvements in the academic performance of the student teachers, regular assessment and feedback system is followed in the institute. Unbiased and transparent assessment approach is followed in order to improve the quality of education. Mid-course corrections are done in academic planner.

Simultaneous feedback is provided so that the student teachers can work towards the area of improvements and can excel better in every consecutive assessment.

**Administrative Incremental Improvements**

The institution has a streamlined process of admission where as per the government of Maharashtra regulation, system of five rounds of admission is followed. The first three rounds are for the students who have been allotted the seat via government list. The last two rounds are for those students who take admission on institutional level as they didn't get seat in government listing. Such students are given extra guidance regarding the admission.

Furthermore, the institution exclusively provides ICT related help to the students who don't have the needed tools at home, such as filling the admission form or university enrolment form at college office with guidance from the admin staff.

Step by step guidance for filling the university enrolment form in pdf format is also shared via Whatsapp in the form of screenshots.

Streamlined process of fee collection is followed, as well as instalment options are also provided to the needy students.

| File Description | Document |
|---|---|
| Relevant documentary evidence in support of the claim | [View Document](#) |
| Any additional information | [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:**

Energy conservation is a crucial aspect of ensuring a stable future and should be a top priority for everyone. The institute, recognized as a 'Swachhta Action Plan Institute' by the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Human Resource Development, Government of India, performs tasks such as sanitation, hygiene, waste management, energy management, greenery, and environmental observation.

To promote energy conservation, the institute has implemented several measures, including adhering to a rigorous energy conservation policy, adhering to the philosophy of the 3Rs (Reduce, Recycle, and Reuse), and composting. Electric bulbs and tube lights are not used when sufficient natural light is available, and all rooms have adequate ventilation and natural light. Traditional fluorescent tube lights are replaced with LED lamps, and air conditioners are only used when necessary.

The campus organizes tree plantation drives and campaigns like 'Meri Maati, Mera Desh' and 'Swachh Bharat Abhiyan'. The campus maintains a lush vegetation with 40 varieties of plants and trees, strategically positioning potted plants for guests as a gesture of appreciation.

Both water conservation and waste management methods are implemented, with a rainwater harvesting system initiated. Water filtration systems are available in staff rooms and cafeterias, and waste collected is sorted into organic, non-organic, and electronic waste. Plastic is prohibited within the college premises, and the cafeteria serves cuisine using stainless steel utensils or biodegradable paper plates.

Trash receptacles are strategically placed throughout the campus to prevent littering and contribute to energy conservation. Access to the campus is limited to staff members and special dignitaries, and buses are parked inside. Notices are posted in designated areas to remind individuals to turn off lights and fans when not in use, and taps are closed when not in use. By adopting these measures, the institution is effectively contributing to energy conservation and actively working towards achieving sustainability goals.

| File Description | Document |
|---|---|
| Institution energy policy document | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**7.1.2**

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

**Response:**

The institution is committed to waste management and environmental preservation, as recognized by the Mahatma Gandhi National Council of Rural Education (MGNCRE), Department of Higher Education, Ministry of Human Resource Development, Government of India. The institute performs tasks such as Sanitation & Hygiene, Waste Management, Energy management, and Greenery, along with observing environment days.

The institute adheres to the philosophy of 3Rs - Reduce, Recycle, and Reuse, and composting is also an added benefit. Student-teachers are encouraged to use the 'best out of waste' approach when creating instructional resources or decorative materials for festivals and celebrations. This practice helps manage paper and energy use and raises awareness among students of sister institutions on campus.

Waste is categorized into three different bins: moist, dry, and E-waste. Both female students and staff members receive verbal instructions and notices in the washroom about proper and hygienic disposal of old sanitary pads. Plastic is prohibited within the college premises, and meals in the cafeteria are served in stainless steel utensils or biodegradable paper plates.

Dustbins are strategically positioned across the campus to prevent littering and the TEI aims to be entirely digital in the future. Online bill payments are conducted to minimize paper consumption. Waste water is discharged through pipes into the Municipal drainage system and conveyed to the corporation's wastewater recycling plant.

The institution conducts cleanliness drives as part of the "Swachh Bharat Abhiyan" movement and tree plantation drives under the "Meri Maati, Mera Desh" movement to raise awareness about a cleaner and healthier environment. During their internship period, student-teachers are encouraged to raise awareness among pupils and instructors about waste management techniques and their significance.

The institution has a dedicated club called the "Green Club," which engages students in activities related to energy saving, water conservation, waste management, and other relevant areas. Numerous notices are strategically placed over the campus to remind students of these behaviors.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [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](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [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](#) |
| Any other relevant information | [View Document](#) |
| Any additional link | [View Document](#) |

**7.1.5**

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

**Response:**

The Institute of Education (TEI) aims to promote welfare in society by providing social services, medical support, and establishing a more favorable environment for current and future generations. The institute is recognized as a 'Swachhta Action Plan Institute' by the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Human Resource Development, and Government of India. It performs tasks such as sanitation and hygiene, waste management, energy management, and greenery, along with environmental observation.

The campus has an expansive expanse of greener surroundings, featuring a diverse array of blossoming flora, decorative plants, food crops, fruit-bearing trees, and medicinal herbs. The plants and trees contribute to sufficient vegetation, preserving a cleaner and more environmentally friendly atmosphere. Potted plants are strategically positioned across the entire institution's premises, contributing to its aesthetic appeal.

To ensure proper cleanliness, dustbins are strategically positioned at certain locations, and the TMC garbage collection van collects and disposes of garbage according to a specified procedure. The grounds are swept in the morning and afternoon to uphold cleanliness, and assigned personnel ensure cleanliness and hygiene in washrooms. Antiseptic handwash is provided in every washroom for hand hygiene. Composting is available for biodegradable garbage, specifically flowers used in event decoration and lamp-lighting rituals during festivals and gatherings.

The building is equipped with a system that provides purified drinking water, with a water filter installed in staff rooms, admin areas, and cafeterias for student convenience. A wastewater management system is in place, with wastewater directed into the Municipal drainage system through ducts and pipes on the campus and treated at the municipal corporation's sewage treatment facility.

Awareness campaigns such as Swachh Bharat Abhiyan and tree plantation drives are conducted on the campus to raise awareness within and around the campus. Students also conduct cleanliness campaigns in surrounding communities to promote the importance of maintaining a clean and healthy environment.

To provide an atmosphere free from pollution, only staff personnel and dignitaries are allowed to use vehicles on the campus. The institute also implements measures to uphold cleanliness, sanitation, and the preservation of greenery on the campus.

| 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](#) |
| Any additional information | [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:** 45.73

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 |
|---------|---------|---------|---------|---------|
| 23.41   | 6.24    | 4.15    | 3.9     | 3.52    |

| File Description | Document |
|------------------|----------|
| Income Expenditure statement on green initiatives, energy and waste management | [View Document](#) |
| Data as per Data Template | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**7.1.8**

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

**Response:**

The TEI consistently aims to offer optimal assistance and resources to its employees, students, and other stakeholders. The institute's location contributes to the achievement of this objective.

The location is situated in a secluded neighbourhood, away from busy and crowded locations, creating a peaceful environment that facilitates an uninterrupted teaching-learning process. The location of the place is situated in the farthest point of the Kasarvadavali region, encompassed by expansive scenery abundant with luscious greenery, resulting in a pristine and unpolluted atmosphere.

The benefits of the institute's location include:

1. The institute is conveniently located just 1 kilometre away from the main road, Ghodbunder Road, ensuring easy accessibility.
2. The closest police station is Kasarvadavali station, which is situated around 900 yards away. The Kasarvadavali Fire Station reserve is located at a distance of about 1.4 kilometres.
3. The closest bus stop is Anand Nagar bus stop, located at 1.3 kilometres away.
4. The closest medical facilities are TMC hospital, which is located 650 metres away, and Fortune Plus Mult speciality Hospital, which is situated 1.5 kilometres away.
5. There is a TMC Ground/Sports Ground situated directly beside the roadway.

6.  D-Mart, one of the largest retail chains offering a wide range of products, is situated just one kilometre away.

7.  In addition to its location, the entire campus is continuously monitored by CCTV monitoring, guaranteeing the prevention of any undesirable acts within or outside the premises.

8.  Before entering the premises, all students and employees are required to provide their identification cards. Access to the campus is restricted to cars that are not from outside. The parking area is exclusively designated for staff members.

9.  The support staff comprises individuals of both genders to ensure a secure environment for the students. The female support personnel are positioned near the female students/staff washroom to monitor it continuously throughout the day.

10. The campus is equipped with lifts and ramps to facilitate the movement of students with special needs or pregnant female students. The campus also provides wheelchair accessibility.

11. The entire campus is extensively covered with lush greenery, including numerous potted plants scattered around. This contributes to a cleaner, greener, and healthier environment. Additionally, it enhances the aesthetic appeal of the school.

12. The complete compilation of emergency contact numbers is exhibited both outside the office and in the corridor adjacent to the classrooms. has constituted the RTI Cell as per above Government Norm & regulations. The institute abides to the Act enacted by the Parliament RTI Act 2005. All the details related to RTI are also displayed on the website and notice board.

13. The Kasarvadavali police station has installed a complaint box just for girls on the campus.

In addition to the amenities, as mentioned earlier, the management and staff members are readily accessible and enthusiastic about offering any necessary aid that may be requested by a student or faculty member in need.

| File Description | Document |
|---|---|
| Documentary evidence in support of the claim | [View Document](#) |
| Any additional information | [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](#) |
| Any additional information | [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:**

The VENTEL Cell is a practice established in 2020 by a college with the support of the Mahatma Gandhi National Council of Rural Education (MGNCRE) Govt. of India. Its objectives include enabling student-teachers to effectively use experiential learning methods, promoting holistic development, engaging them in utilizing available resources, developing and enhancing their knowledge of skill-based teaching and learning methods, and imparting vocational training.

The college conducts workshops, seminars, and guest speakers to disseminate knowledge on experiential learning, vocational training, and Nai-Taleem-based learning. This activity allows student-teachers to understand the significance of work-experience activities in education, as highlighted in NEP 2020. A Memorandum of Understanding (MoU) has been signed with Pidilite Industries Ltd, which conducts periodic workshops focused on waste materials and artistic endeavors.

Students have greatly benefitted from the workshops and seminars, showing interest in art and craft activities and developing confidence in planning and conducting Nai-Taleem-based lesson plans in internship classes. They have also enthusiastically ventured into various activities using waste clothes and daily non-required articles, such as cloth bags, paper bags, dupattas, torans, and decorative items.

Evidence of success shows that student-teachers can now incorporate Nai-taleem-based teachings into their regular lesson plans, improve their understanding of integrating diverse learning resources, and coordinate impactful art and craft workshops and activities for internship schools and Mahila & Bal Vikas Aanganwadi students.
Despite some challenges, the college aims to create professionally superior and ethically strong global

educators and leaders who understand the sustainable use of resources and promote sustainable practices.

The practice of Social Service at Aanganwadi for Women and Child Development aims to make student-teachers understand the importance of community services, foster dignity, promote social justice, and strengthen human relationships. It also aims to improve their outlook towards society, engage them in using community resources effectively, and develop leadership skills.

The institution is dedicated to fulfilling its vision, mission, and objectives, and has proposed a MoU with an Anganwadi in Thane under the Department of Women and Child Development, Government of Maharashtra. Activities at the Aanganwadi School include workshops, seminars, community service events, guidance sessions on effective teaching and learning, self-awareness sessions, games, and event celebrations.

The practice has led to increased commitment among student-teachers, improved capacity for logical reasoning, innovation, empathy, understanding of child perspectives, and instructional techniques. Both students and teachers have shown remarkable improvement in overall performance and confidence development.

Photographs taken during each session serve as evidence of attendance and participation. One common problem encountered is the understanding of second language among students, who mostly speak Marathi as their mother tongue. To address this issue, multi-lingual instruction methods are used, and translation methods are also incorporated when necessary.

The teaching faculty and support staff at the institution are dedicated to promoting values associated with social service and its importance in one's life, aiming to make student-teachers better educators and human-beings.

| 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 TEI strongly believes in putting continuous efforts towards fulfilling its vision, mission and

objectives. The vision and mission of the institute are to provide the students with innovative and effective ways of teaching and learning. It is to help them develop holistically so as to make them better humans and not only good educators. The objective of the institution is to provide medical relief and welfare to the society.

In view of achieving all this, the institute has been able to create a great value of distinctiveness over the years. The campus has successfully invested its mind and soul in establishing horticulture in the campus. By doing so, it ensures that the environment is clean, healthy and green. The campus has a well maintained garden with a lot of nutritious herbs, fruit trees, vegetable plantations etc. There are a few medicinal herbs and plants as well. They also add to the beauty of the campus. These are sometimes even distributed among the staff members in the campus for free. The student teachers are educated regarding the benefits of various plants in order to spread awareness through them. There are many flowering plants in the garden which attract a lot of butterflies which creates a refreshing environment in the campus, and helps in maintaining good mental health. The institution's aim is to not only provide quality education to the students, but also to help them develop a positive outlook towards life and maintain good health. As a continuous practice that the institution follows towards maintaining natural inhabitant the college is also recognised 'Swachhta Action Plan Institute' by Mahatma Gandhi National Council of Rural Education [MGNCRE], Department of Higher Education, Ministry of Human Resource Development, Government of India.

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

# 5. CONCLUSION

## Additional Information :

The institution's aim is to not only provide quality education to the students, but also to help them develop a positive outlook towards life and maintain good health. As a continuous practice that the institution follows towards maintaining natural inhabitant the college is also **recognised 'Swachhta Action Plan Institute' by Mahatma Gandhi National Council of Rural Education [MGNCRE], Department of Higher Education, Ministry of Human Resource Development, Government of India.** Under this the institute performs the following tasks like Sanitation & Hygiene, Waste Management, Energy management and Greenery along with observation of environment days. The institute also conducts practices of Swachhta and Reduction, Reuse and Recycling of Resources.

In 2020, our college established the VENTEL Cell with the support of the **Mahatma Gandhi National Council of Rural Education [MGNCRE] , which is part of the HRD Ministry in India, and is a certified Ventel cell institute.** The college regularly conducts workshops, hosts seminars, and arranges guest speakers to disseminate knowledge and information on Experiential learning, Vocational Training, and Nai-Taleem based learning. Engaging in this activity is advantageous as it allows student-teachers to comprehend the significance of work-experience activities in education as is now mainly highlighted in NEP 2020. We are seeking experienced individuals to serve as resource persons and provide direction to the students in the same context.

## Concluding Remarks :

The TEI strongly believes in putting continuous efforts towards fulfilling its vision, mission and objectives. The vision and mission of the institute are to provide the students with innovative and effective ways of teaching and learning. It is to help them develop holistically so as to make them better humans and not only good educators. One of the objective of the institution is to provide medical relief and welfare to the society; and through various activities and events we strive to fulfil the same. As we look into our journey see both accomplishment and great hope. We see a student body that has challenged and livened and emboldened our college and each one of us, to live up to its promise, fulfilling its mission and vision. In future the institution will keep on striving to blossom the incubators of intellectual and social progress, a collective comprising extraordinary individuals achieving, growing in their paths and accomplished apprentices and mature thinkers who will make that progress their imperative,thus striving to build a better nation.