YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	Government College of Education, Panvel.
• Name of the Head of the institution	Dr.Raamaa A. Bhoslay
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02227453000
• Mobile No:	8380096116
• Registered e-mail ID (Principal)	raamaabhoslay@gmail.com
• Alternate Email ID	govt_bedcollege@rediffmail.com
• Address	Old Pune Mumbai Highway,Near S.T Stand,Panvel.pin -410206 ,Dist-Raigad
• City/Town	Panvel
• State/UT	Maharashtra
• Pin Code	410206
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Urban**
• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**Mumbai University**
• Name of the IQAC Co-ordinator/Director	**Dr.Priyanka P. Subhedar**
• Phone No.	**9969047295**
• Alternate phone No.(IQAC)	**8380096116**
• Mobile (IQAC)	**9969047295**
• IQAC e-mail address	**govt_bedcollege@rediffmail.com**
• Alternate e-mail address (IQAC)	**priyanka1668@gmail.com**
3.Website address	https://www.panvelbedcollege.org
• Web-link of the AQAR: (Previous Academic Year)	https://www.panvelbedcollege.org/wp-content/uploads/2023/05/AQAR-2021-22.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.panvelbedcollege.org/wp-content/uploads/2024/07/year-plan-B.Ed-2023-2024.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**B**	**2.50**	**2013**	**01/12/2013**	**01/12/2017**
Cycle 3	**A**	**3.14**	**2017**	**07/11/2017**	**15/03/2022**
Cycle 4	**B**	**2.47**	**2023**	**23/11/2023**	**22/11/2028**

6.Date of Establishment of IQAC	**01/08/2010**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	NIL

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	**5**
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**
• (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Organisation of National conference, Webinars and workshops. 2. Purchasing of books and subscribe more National and international Research Journal. 3. organisation of Swachata panda wada Abhiyan as a part of Swachh BHARAT Abhiyan 4. Organisation of two value added courses and one add on course. Participation in Department of Life Long Learning and Extension of of Mumbai University. 5. Organisation of Rojgar Melava. 1. Organisation of National conference, Webinars and workshops. 2. Purchasing of books and subscribe more National and international Research Journal. 3. organisation of Swachata panda wada Abhiyan as a part of Swachh BHARAT Abhiyan 4. Organisation of two value added courses and one add on course. Participation in Department of Life Long Learning and Extension of of Mumbai University. 5. Organisation of Rojgar Melava. 1. Organisation of National conference, Webinars and workshops. 2. Purchasing of books and subscribe more National and international

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2. Purchasing of books and subscribe more National and international Research Journal.
3. organisation of Swachata Pandhar Wada Abhiyan as a part of Swachh BHARAT Abhiyan
4. Organization of two value added courses. Participation in Department of Life Long Learning and Extension of of Mumbai University.
5. Organisation of Rojgar Melava. for Trainee Teachers

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Regular meetings of IQAC	Five meetings of IQAC conducted with different stakeholders for quality enhancement
Purchase of equipment	Smart board CP Plus was purchased for smart classroom. Four lecture stand with mic is purchased for fourclassrooms
Organisation of National conference	One day National conference organised on the theme Indian Education System.
To buy more books to enrich Library.	Two hundred and seventy Two books have been purchased.
To Subscribe more journals	As compared to previous year more number of National and

	International journals were subscribed
Organisation of webinars and workshops.	Three webinars and one workshop was organised
To publish Peer Reviewed magazine Beacon	College published Peer Reviewed Research Journal Beacon
To publish annual magazine Vidyanidhi.	College published annual magazine Vidya Nidhi.
Providing students support mechanism for coaching for competitive exams like CTET/TET	Placement cell conducts orientation for CTET/ TET.
To create awareness about voting	A Rally was organised to create awareness about voting. Poster competition and Essay competition were organised by DLLE Department.
Offering new value added courses.	Value added course of Soft skill development (English communication skill) was organised in collaboration with Unnati Foundation. One value added course of communication skill was organised for second year B.Ed.student in Semester 3.
To prepare students for social commitment	Department of Life long learning and extension organised different activities for social commitment.

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
GOVENMENT COLLEGE OF EDUCATION STATUTORY BODY - CDC	18/07/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022 -2023	09/02/2024

15.Multidisciplinary / interdisciplinary

Multidisciplinary/Interdisciplinary: The Government College of Education, Panvel. has Ph.D.Research Centre for fostering research among student-teachers. Recognizing the importance of a multidisciplinary approach, the college has introduced several initiatives to foster cross-disciplinary collaboration among faculty members and students.Our research and development wing promotes interdisciplinary research projects and encourages faculty members from different disciplines to collaborate on educational research.This ensures that the faculty is equipped with the necessary skills and knowledge to implement NEP effectively. To strengthen multidisciplinary learning, the college has introduced innovative programs that integrate various subjects and encourage students to explore connections between different disciplines.These programs promote critical thinking, problem solving and holistic development among students aligning with the objectives of the NEP-2020. Additionally, the college has established partnerships with other institutions and organisations to facilitate exchange program,joint research projects and knowledge sharing. These collaborations enable faculty members and students to gain exposure to diverse perspectives and approaches, enhancing their ability to implement the NEP's vision of education.Overall.the Government College of Education in Panvel has embraced the ?? multidisciplinary and interdisciplinary environment that promotes innovative teaching and research.

16.Academic bank of credits (ABC):

Academic Bank of Credits(ABC):   The Government College of Education Panvel has implemented the Academic Bank of Credits (ABC) system,a key component of the NEP2020 to enhance its educational framework. The ABC system provides a flexible and student centered perspective of learning by allowing students to accumulate credits for courses completed and transfer them across disciplines and institutions.Under this system, students at the college have the opportunity to choose from a wide range of elective courses offered by various departments.The credits earned for these courses are recorded in Academic Bank of Credits which can be utilised for lateral entry into different programs or transferred to another institutions for further studies.The ABC system encourages students to explore diverse avademic disciplines, promoting interdisciplinary learning and enabling them to personalize their education based on

their interests and career aspirations.It also facilities seamless mobility between Institutions, allowing students to leverage their accumulated credits and continue their education without any loss of progress.By implementing the Academic Bank of Credits, The Government College of Education Panvel empowers students with greter academic autonomy and opportunities for interdisciplinary growth.

17.Skill development:

Skill Development: The Government College of Education Panvel recognizes the significance of skill development in teacher education program.As part of its commitment to the National Education Policy, the college has implemented robust skill development programs to equip students with the necessary competencies to excel in their chosen profession.The college offers a wide range of skill based courses and workshops that focus on both generic and industry specific skills.These programs cover areas such as communication skills, teaching skills,life skills, digital literacy, leadership and entrepreneurship.By integrating skill development into the curriculum, the college ensures that students not only acquire subject knowledge , but also develo practical skills that are highly valued in job Furthermore, the college collaborates with industry partners to provide students with opportunities for internships, apprenticeships and hand - on training.The Government College of Education Panvel also emphasizes continuous professional development for its faculty members.The college organizes workshops, seminars and training programs to enhance the teaching skills of the faculty, keeping them updated with the latest pedagogical practice s and technologies.By prioritizing skill development the college ensures that it's students are well prepared to meet the demands of the professional world, contributing to the overall objectives of the NEP and promoting employability and career success.

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

The Government College of Education Panvel has made significant strides in the appropriate Integration of Indian Knowledge System as outlined in the National Education Policy (NEP). Recognizing the importance of preserving and promoting Indian Languages, culture, and traditional knowledge, the college has implemented several measures to ensure their effective integretion into the educational framework.The college offers courses that are taught in Indian languages, giving students the opportunity to learn and excel in their mother tongue or regional language.This approach not only facilities better understanding and communication but also helps in

preserving linguistic diversity and cultural heritage.Additionally, the college incorporates Indian cultural values,traditions and teachings into the curriculum.Through various cultural events, festivals and celebrations, students are exposed to the rich cultural tapestry of India, fostering a sense of pride and appreciation for their heritage.To further enhance the integration of the Indian Knowledge System, the college leverage online courses, webinars and digital platforms.The college organizes national seminar on Indian Knowledge System.This allows students to access educational resources that are specific to Indian culture, history, philosophy and arts, ensuring a holistic learning experience. Moreover, the college encourages research and documentation of Indian Knowledge Systems, promoting interdisciplinary studies that combine traditional wisdom with modern research methodologies.By appropriately integrating the Indian Knowledge System, the Government College of Education Panvel not only aligns with the objectives of the NEP, but also plays a vital role in preserving and promoting India's rich cultural heritage and fostering a deep understanding and appreciation of it's diverse traditions among students.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Focus on Outcome Based Education (OBE): The Government College of Education Panvel places a strong emphasis on Outcome Based Education (OBE)as a key component of it's educational with a commitment to the principles outlined in the National Education Policy, the college has adopted OBE to ensure that students acquire the necessary knowledge, skills and competencies to succeed in their chosen careers.Through a systematic and structured approach, the college defines clear learning outcomes for each program and entire course.These outcomes are aligned with industry requirements and societal needs, ensuring that students are equipped with the relevant knowledge and skills demanded by job market.To achieve these outcomes, the college employs learner centered teaching methodologies that encourages active participation, critical thinking, problem solving and practical application of knowledge. Continuous assessment methods, such as project based assignments, case studies and presentations,are utilized to evaluate student's progress and their ability to meet the desired learning outcomes. Furthermore, the college regularly reviews and updates it's curriculum to align with the evolving needs of industries and professions.This ensures that educational programs remain relevant and responsive to the workforce.By focusing on Outcome Based Education,the Government College of Education Panvel prepares students for successful careers by equipping them with the

knowledge, skills and competencies necessary to thrive in the professional world.The adoption of OBE reflects the college's commitment to the quality education and it's dedication to producing competent teachers.

20.Distance education/online education:

Distance Education/Online Education: The Government College of Education Panvel has embraced the power of distance education and online learning as a means to provide accessible and flexible education opportunities to a wide range of learners.Recognizing the importance of reaching out to students ,who are unable to attend traditional on campus classes, the college has implemented robust distance education programs.Through online platforms and learning management systems, the college offers a variety of courses and programs that can be accessed remotely.These programs cater to individuals who may have personal or professional commitments that make attending physical classes challenging.The college ensures the quality of it's online education by employing experienced faculty members,who are well-versed in online teaching methodologies.They create engaging and interactive online learning materials, conduct virtual classes, and facilitate discussions and collaborative activities among students.Additionally, the college provides comprehensive support services to distance education students, including online academic counseling, virtual libraries and access to digital resources.By offering distance education and online learning opportunities,the Government College of Education, Panvel promotes inclusivity and widenes access to education, empowering individuals to pursue their educational goals irrespective of geographical constraints or other limitations.This commitment to distance education aligns with the vision of the NEP and ensure that quality education is available for all.

Extended Profile

1.Student

2.1	77
Number of students on roll during the year	

File Description	Documents
Data Template	[View File](#)

2.2	50
Number of seats sanctioned during the year	

File Description	Documents	
Data Template	View File	

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**50**	

File Description	Documents	
Data Template	View File	

2.4 Number of outgoing / final year students during the year:	**43**	

File Description	Documents	
Data Template	View File	

2.5Number of graduating students during the year	**85**	

File Description	Documents	
Data Template	View File	

2.6 Number of students enrolled during the year	**85**	

File Description	Documents	
Data Template	View File	

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**269.09682**	
4.2 Total number of computers on campus for academic purposes	**42**	

3.Teacher

5.1	**6**	

Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**20**

Part B

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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Institution has a regular in house practice of planning and reviewing curriculum and adopting it to local situation. Being anaffiliatedcollege in Mumbai University, B. Ed.course is designed by Mumbai University according to NCTE norms. for effective implementation of the curriculum, our vision, mission and goals are keptin mind. At the beginning of every academic year and semester, faculty meeting as well as IQAC and CDC meetings are held. Based on the guidelines and deliberation of IQAC and CDCand facultydiscussions, academic calendar is prepared. Our faculty plans for workshops, seminars, webinars, course activities, internship activities, examinations assignments, Kul and Mandal activities community work, social service camp etc. Expert's lectures are arranged for expanding the learning experiencesof our students. We encourage our students for particating curricular, co-curricular and extra curricular activities like debate, poster presentation, elocation, ICT presentations, literary activities etc. In this manner our students are being award of responsibilities of a student, a citizen and of a teacher. The feeback is taken at the end of every year.It guides us and give the opportunity for improving and enriching us.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	**No File Uploaded**

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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni — A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and — A. All of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://panvelbedcollege.org/#
Prospectus for the academic year	[View File](#)
Report and photographs with caption and date of student induction programmes	[View File](#)
Report and photographs with caption and date of teacher orientation programmes	[View File](#)
Any other relevant information	[View File](#)

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

7

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Elective Course 1 Pedagogy of School Subject I-Select any one. (ECI) L Commerce L Economics English iv. Geography History vi Hindi vil Mathematics vill Marathi ix Science Sanskrit Urdu Elective Ccourse 2 -Select any one from I or II or III. (EC 2) 1.Pedagogy of School Subjects II -Select any One course other than in Elective course 1 Commerce L Elective Courses Economics English iv. Geography History vi Hindi Mathematics viti. Marathi ix, Science Sanskrit X Urdu 11. Peace Education III. Education for Rural Development Elective Ccourse 3 Basket of Special Fields -Select any One (EC 3) i. Action Research ii. Guidance and Counselling iii. Environmental Education

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

`46`

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

`46`

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

`0`

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

`0`

File Description	Documents
Data as per Data Template	*View File*
Certificates / evidences for completing the self-study course(s)	**No File Uploaded**
List of students enrolled and completed in self study course(s)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

In the very beginning of each semester of course, Induction and Orientation Programs are held. Verious workshops like Code of Conduct Workshop, Micro Teaching Workshop, Lesson Guidance Workshop, Preparation for Internship Workshop, Action Research Workshop and internal examinations are planned for the fundamental understanding of Teacher Education. Studentget therotical and practical knowledge about teaching-learning skills,values,life skills and core elements.Thruogh the courses, 'Growth and Development of a Child', 'Learning and Teaching' students are aware of psychological foundation of teaching profession.Through Gender, School and Society 'gender equality,gender sensetization and women empowerment is developed. Through these subjects alongwith Guidance and Counseling, Environmental Education 'critical thinking skills, emotional intelligence is developed.Vaue added courses like 'Communication skills' and 'English Communication,Values and Life skills' are very useful for negotiation skills and collaboration with others. With the help of ability course 'Critical Understanding of ICT skills', students areget awared of ICT skillsand also apply these skills for their prófessional perfection. Daily Prayer, Community work, Mentor Mentee system, Social work, Rally, Street Plays, Kul Activities, Sports Activities ,literary activities, Field Visits,Activities from Udaan festivalare very useful for developing communication skills and collaboration with othersamong students.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

Our Institute go through School Internship Program, to make aware of school system in India to our students. They are made aware of various Commissions, Policies and Acts. They are made aware of the concept continuous comprehensive assessment of different school Boards as well as differences between assessment system norms and standards of various State Boards in India. As evaluation is important part of teaching profession, our students prepare a blue print and a test in the school subject . Our students familirizes of diversities in school system and also in society through the theoretical subjects like 'Contemporary India and Education', Language Across The Curriculum' and 'Assessment for Learning'. Here are some topics on diversities. - (IC3) Language Across The Curriculum'- -Multilingualism in the Indian Context. -Developing Socio-linguistics awareness in the Indian Classroom. -Critiquing state policies on language and education. (CC5) Contemporary India and Education- -Understanding and Addressing Diversity in Indian Society. -Constitutional Values and Stratification, Marginalisation and Diversity. -Education Commission and Recommendations. In the course-Assessment for learning students prepare a Blueprint and a Test in the school subject poted for. They Study and Compare the Implementation of CCA(Continuous Comprehensive Assessment) of different school boards.Thus institution familyrizes students with the diversities in school system.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Students derive professionally relevant understandings and consolidate these into their professsional acumen. For this we plan our year plan according to guidelines of Mumbai University, and our needs. In first semester, Morning Assembly, Co - curricular activities are planned by students, according to given subject to them.

It has cultural, cognitive, social aspects.

In second semester to prepare them for Internship, we arrange first Micro Teaching Workshop, Objectives, Lesson Plan Workshop and after that we arrange a school visit. Thus students play role of school Headmaster, Supervisor and get aware of the

responsibilities of them. Orientation and demonstrations of Micro Teaching are arranged for teaching skill development of our students. Here focus is kept on lesson planning and teach-re-teach of different skills like set- induction, Illustration, Questioning, Black Bord Writing, Stimulus Variation. Thus students develop their teaching competencies.

In the third semester, students get higher level engagement with field experiences. Practic teaching, Theme based teaching, Co-teaching lessons are arranged.

Students prepare a Blue Print and execute test on it. In this way the students get aware of evaluation process. Students write reflective report on these internship activities.

In the fourth semester, students Engage lessons with peers, along

with practice lessons, With the help of Action Reserch, students are aware of research methodology and field experience.

In this semester students arrange social service activity.Students prepare a reflective report.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI	**Two of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

36

2.1.1.1 - Number of students enrolled during the year

36

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

39

2.1.2.1 - Number of students enrolled from the reserved categories during the year

26

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

3

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

3

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	**No File Uploaded**

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 Describe the assessment process 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, in not more than 100-200 words.

In the first stage at entry point of our college many students come from the palghar Mumbai area as well as from other districts and states the student who come from the palghar region often belongs to tribal areas which results in Differences in their dialogues.Additionally a lack of confidence is noticeable among them and some students also a sense of inferiority therefore this needs to be considered during teacher training consequently in academic meeting professor discuss the diversity of the admitted students which makes a learning group heterogeneous and plan the academic activities accordingly.

When student in the middle stage tech admission in the first year of beard the second year bear students organise a welcome ceremony in this ceremony various activities are conducted to ensure that each student gets to know air peer properly these activities include introducing the students name district method of teaching educational qualification hobbies interests and special skills after the student introductions the principal is introduced followed by the instruction of the faculty members highlighting their teaching methods special expertise EC subsequently the different departments of the college and the office staff are introduced as well.

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File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	**No File Uploaded**
Any other relevant information	View File

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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Four/Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	**No File Uploaded**

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

1:15

2.2.4.1 - Number of mentors in the Institution

5

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Government College of education panvel is affiliated with the university of Mumbai the regular bed course is of 2 years divided into 4 semesters according to the university of mumbai's curriculum.As per the annual planning of the college at the beginning of each semester all professor introduced the syllabus the curriculum for each semester includes both theoretical and practical components.

Government College of education poster a student centric learning environment evolving from the conventional lecture method to experiential learning experiences through innovative and creative

`learning practice stated in CLO.`

`The curriculum from semester one to semester 4 includes theoretical subjects such as psychology philosophy gender equality educational management teachers student evaluation and assessment contemporary India environmental education guidance and counselling linguistics inclusive Education and more . Considering the needs of the subject professor use various methods like experiential learning group discussion participative learning seminars presentation problem solving and brainstorming an online moods to take learning effective for students this helps is effectively delivering the content to students and introduce them to different methods thereby in the development of various skill and make learning more effective.`

`Additionally since the internship programme is a part of practical component students learning becomes effective through experiential learning and participated learning approaches.`

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	[View File](#)
Any other relevant information	[View File](#)

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

`5`

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://drive.google.com/file/d/17o4mPFQ4RHyr1VWjAsxGZ-INw0uMh_LH/view?usp=drivesdk
Any other relevant information	[View File](#)

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

`78`

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://drive.google.com/drive/folders/15iLjLNlE6KpbKE4q9sE_oLAkfGSBZwom?usp=drive_link
Any other relevant information	**No File Uploaded**

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

GCEP has a strong continual student mentoring system mentor mentee groups who contribute to and support students professional development experienced teacher guide further give information about the full courses and steps on how to proceed further even mentors give special guidance to the students who fill further need of

clearing their doubts.

When the students admitted they are divided Mentor mentee group.

One mentor for each group assigned so the teacher comes to know the competencies and skills of every student groups are named cool and mandals for each school and mandal students are categorised according to their method for the best guidance and improvement in their future.

Students participate in the day to day proceedings of the college conduct assembly cultural events celebration of national days and birth anniversary of renowned personalities Co curricular activities team teaching and internship at every step the mentor guides the students in their overall development.Mentor mentee group working in teams as like a team work with team spirit.

All 4 semisters are monitored by the concern inventors and incharge subject teachers with learning experience expressed in their portfolio for professional growth. Mentors identify students strength and Weaknesses by interacting regularly which helps mentor to motivate an increase them.

Al methodology lectures continuously mentor the progress of students based on their abilities and skills and help them in matters related to teaching presenting seminars and writing assignments.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

| 2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education-from local to regional to national to global | Four of the above |

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

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

Teaching learning process in our institution is very dynamic creativity innovativeness, thinking skill, life skills are nurtured during the course there are many activities and programmes which are theme based. students entry and

Shouldered by students for example cocurricular activities, school programme celebration of various days is done by students only in charge faculty work as facilitator and suggest Expected pattern and ask students to stick up with objectives of the programme for some programs There are competitions some student search books discuss about it sometimes writes skit empathetically most of the time its teamwork students are free to present their ideas innovatively in charge Faculty attend their rehearsal and give suggestion or feedback all these activities and variety of programmes give them opportunity to develop their thinking skill and strengthen various life skill innovatively.

The college conducts various workshops and activity sessions on career development and lesson planning for first year trainees in order to facilitate the teaching learning process the capacity of trainees is nurtured and there is face to face and direct interaction between the teacher and the student so professor can closely observe the abilities of trainees the professor can encourage the innovativeness and creativity of trainees those abilities are good while those who are poor they were nurtured and fertilised.

In internship program me all faculties encouraged to the trainees for the creativity according to their ability to make the classroom teaching effective therefore the trainees are motivated and given the opportunity to their innovativeness.

File Description	Documents
Documentary evidence in support of the claim	[View File]()
Any other relevant information	**No File Uploaded**

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	**All of the above**

File Description	Documents
Data as per Data Template	[View File]()
Documentary evidence in support of the selected response/s	[View File]()
Reports of activities with video graphic support wherever possibl	[View File]()
Any other relevant information	[View File]()

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	**Ten/All of the above**

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	**All of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	**All of the above**

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

2.4.8 Internship programme is systematically planned with necessary preparedness.

College sends a prior consent letter to various schools for getting permission to teach a group of students in that particular school. Before going for an internship, we provide adequate guidance to our students to motivate our students and teach them the code of conduct which is followed by the school.Continuous communication with the school principal & teachers communication is shared regarding dates, classes and the ratio of student teachers'

Workshops-

Microteaching & lesson Planning workshops are conducted to inculcate better teaching efficiency among the trainee teachers. Another internship-related activity according to the syllabus is oriented as well as group work is done on the same Assessment of student performance

Student lessons are guided and receive suggestions from the concerned subject pedagogy teacher also who works as a mentor. Students give their rough lesson plans to the teacher based on the format of the lesson plan and activities to be conducted in the class. Suggestions are given and after it is approved the student's subject teacher delivers their lessons in the schools, supervised by the teacher educator who provides feedback on their performance The students maintain a detailed record of their internship period through their lesson files, observation books, reflective journals, Preparation and administration ofunittestset

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

45

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Nine/All of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

D2.4.11

Monitoring system in the GCEP for internship programme for semester 2 to semester 4 respectively.

Preparatory phase

1. **Selection of the schools the five schools are selected for internship program.**
2. **Mentor mentee ratio of each school is 1:9 respectively**
3. **Preparatory meeting of the school headmastersfor internship program**
4. **Preparation of internship programme to enhance the competency and skill of the teaching in teacher trainees' different workshops are organised in the college for example micro teaching, lesson planning, teaching aid, unit test, action research workshop. so, the teachers are monitoring the pedagogy of school subject.**
5. **Monitoring the responsibilities of the teacher trainees in each group of the school teacher gives the responsibilities of the teacher trainees for example headmaster supervisor ICT, timetable, cultural, presenty incharge etc. so the teachers are monitoring the role of the teacher trainees**
6. **Visit to the school before internship program**
7. **Guidance of the lesson planning student take guidance on the lesson planning from their method teachers before starting the**

internship program.

Implementation stage1) Meeting with school headmasters and teachers 2) implement the lesson in class 3) Daily meeting of teachers trainees and teachers for next day's planning and feedback 4) implement the co-curricular activities

Feedback Stage

1. Practical submission & Internship programme presentation Group mentor teacher guides theme for presentation after presentation the college principal provides guidance & give feedback to the motivating all students for skill development.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	**Three of the above**

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View File](#)
Two filled in sample observation formats for each of the claimed assessors	[View File](#)
Any other relevant information	[View File](#)

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Five of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

5

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

4

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

5

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

30

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

The 21st century today the teacher educator focus to enhance soft skills like communication skill leadership management technological skills decision making problem solving techniques through various courses like project based courses internship programme Co-curricular activities community work etc. so teacher educators are also used and professionally developed blended mode and multimode teaching learning.

Faculty members put forth efforts to keep themselves updated professionally by attending various orientation refresher programmes or seminar and conferences at national international level they also present research paper based on their research work open derived articles in research journals generally they share their experiences at conference also share their article second presented or published in journal with other staff members soft copies are shared with other groups to make them aware about their work it is also shared with the students as an where it is relevant during this year. The teachers are involve with the publication of the college peer reviewed journal BEACON.

Many teachers have completed online process on Swayam portal also attend online FDP programs and online conferences keep themselves updated

Teacher educators also update their knowledge and skills like upcoming educational policies like NEP2020.

College has organised a seminar on Indian knowledge system 22nd December2023 related to NEP2020 this benefits the teachers as wellasstudents.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Internal Assessment activities of Theory component - Part - A (Core Courses, Elective Courses and Interdisciplinary Courses consist of 40 marks.) Practical component of Part B Project Based Course: * Semester Wise detail documentation of the activities carried out under Project Based Course.

a) Semester 1 - Project Based Course 1 ----50 Marks

Ability Courses 100 Marks: Two courses 50 Marks each .

a) Semester 1 - Critical Understanding of ICT. b) Semester 4 - Reading and Reflecting on Texts. * Any one Audit Course (Understanding the Self, Drama and Art in Education) will be opted by student in semester 1 and certified in Semester 4 by head of the institution.

b) Semester 2- Project Based Course 2---- 100 Marks

c) Semester 3- Project Based Course 3 ---- 200 Marks we evaluated the students as per continuous comprehensive evaluation through the year. In internal assessment we compile an essay & class test as per Mumbai University within time according to academic calendar. d) Semester 4 - Project Based Course 4 ---- 150 Marks *. All internal practicum work we completed under the guidance of Principal and as per the evaluation process described by Mumbai University.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	**Five of the above**

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

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Our Internal examination is transparent time bound and efficient. In our college, there is no grievances. As we display the time table of internal examination before starting the first semester. Our college implement the evaluation process by taking self-evaluation, peer evaluation and teacher evaluation. In this way our mechanism to deal with internal examination related grievances is transparent, time-bound and efficient. For any grievance redressal related to examination we take strict and immediate action.

Principal sends the timetable of the examination to the Whats appgroup of Students. Examination duties are mandatory to all as

well as we are displayed it on a board at the frontage place. In our college, there is a separate strong room. Computers are available in the examination room with strong passwords. Question papers download under the supervision of the examination in charge & Principal. The examination In -charge appointed the Junior / senior Supervisors with discussing the principal. Examination In- change distribute students in various blocks evenly as per the number of students who are appearing in the examination. Near about 25 students are in one block.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Before starting our academic sessions we prepared our academic calendar. Every Year Academic calendar is prepared after discussion and suggestions by staff members and guidance given by the head of the institutions. We Plan the Internal Examinations and Essay Writing Execution of University Semester Exams. Flexibility is a specific characteristic of our academic calendar. We avoid overlapping of programmers only because of our academic calendar teachers.

The institution ensures effective curriculum planning and delivery through a well-

planned and documented processes by focusing on the academic calendar and continuous internal

evaluation.

? The principal regularly conducts meetings with the examination coordinator to ensure the

timely completion of CIE and examination-related activities.it is mandatory for the students

& the faculty to adhere to the academic calendar for the effective implementation of CIE.

? Under the CIE, the internal examination coordinator prepares their own schedule for internal

assessment and adopts various evaluation methods such as unit tests, tutorials, home

assignments, action research and student seminars.

? The result of the internal examination is displayed within the date stipulated by the university.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Program learning outcomes (PLOs) are well-defined for each paper in Mumbai University's B.Ed. course syllabus. All these PLOs relate to NCTE's Teacher Education Program expectations. It reflects the Ideal behavior of a 'Teacher'.

Course Learning Outcomes (CLOs) are always based on PLOs. While planning the teaching-learning process, our teacher-educators keep it in mind that our trainee teachers should be shaped in view of PLOs. Then they decide on their CLOs. Ideal teacher formation is our ultimate goal. Micro planning of course teaching, which follows Micro planning of any teaching subject relates to PLOs and CLOs.

In this way, the college follows direct method. The college also follows an informal mechanism. It measures the attainment of the outcome.

1. Active participation of the student in a different curriculum, co-curriculum and extra-curriculum activities organized under Kul and Mandal.

2. Achievements of the students in different Sports and cultural

competitions.

3. Behavioral observation of students during interaction of Kul and Mandal.

4. Performance of students in tests assignments and viva-voce examinations. This tests conceptual Understanding, memory, specific, knowledge, Communication, application, critical thinking and writing skills.

5. Internship Records of the students.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	[View File](#)
Result sheet for each year received from the Affiliating University	[View File](#)
Certified report from the Head of the Institution indicating pass percentage of students program-wise	[View File](#)
Any other relevant information	[View File](#)

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

In our college, programme learning outcomes and course learning outcomes are sync with each other. The college has a systematic process of collecting data on programme and course learning outcomes. It helps to overcome the barriers of learning. Seminars, tests, group discussions and assignments are the measurement tools used by college to evaluate student learning outcomes to overcome learning obstacles. For students, continuous evaluation for class tests, seminars and assignments are taken. To assess the performance of the faculty member's feedback is collected from the students.

Students as well as staff are made aware of learning outcomes as

follows.

?To motivate the students to analyse their learning outcomes, professors implement the learning activities in their respective subjects.

?The Principal is discussed with professors about the students' results every year.

?For encouraging students our college displayed the names of successful students on a board.

?These students are felicitated by our alumni on the Teacher's Day function.

?For developing all round personality organize various the co-curricular and extracurricular activities for the students.

?College felicitate our successful students by awarding prize.

Students learning measuring approaches are Summative assessment

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

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

31

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

In microteaching, students are going to teach their unit without fear as well as using some educational aids. Teachers evaluate students' gestures also. While teaching class control, explanation of blackboard writing, the way his/her teaching all these thing are evaluated by teacher. There are two observers who observe his/her lesson. First they tell good things in his/her lesson. Then they tell weakness of lesson. Teacher discussed on both the things and tell him/her to correct these things in re-teaching lesson. So, students corrected their mistakes and teach the unit properly.

In this way we discussed on performance of students on various assessment tasks reflect how for their initially identified learning needs are catered.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https:/forms.gle/2tEXh9AXVnLkqx8d8

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies

during the year

0

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	**One of the above**

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	**No File Uploaded**
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

1

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

22

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

77

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

77

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Our teaching learning process imbibed with outreach activities are fostered through workshops, orientation sessions, expert talks, community works and extension activities. The activities are organised with collaborating partners Internship schools. We have strong bomdings with our social partners.

AIDS awareness is done to make them aware of the social stigmatization with AIDS and street play on the same is conducted to spread awareness.

Gender sensitization through expert talk, webinar and street play is done successfully. It helps students to understand the importance of gender equality and gender equity.

Swachhata campaign is taken up in a different manner at GCEP through cleanliness of nearest S T stand, college surrounded area. Our students participated in Swachchhata Rally organized by Panvel Municipal Corporation.

DLLE extension activities organized by the University of Mumbai. Motto of DLLE is Reach to Unreached. Uddan festival always undertaken on pertinent issues that need to be addressed and be aware in the society such as female infanticide, dowry issues, AIDS, human rights. YouTube sessions and recordings on the same is uploaded on our You Tube Channel for public discourse.

Thus, GCEP is focused in sensitizing students towards community development through the manifold activities.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

17

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

3

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes	Three/Four of the above

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Response:

The following teaching and learning facilities are available in the college.

Land area: The college has its own land of 3.5 acres.

Various Buildings: The main building, Administrative building .Two Principal's Bungalow. Two separate hostels. Indoor game hall.

Classrooms: The college has 15 rooms building for teaching and learning.All classrooms are specious and ventilated, fitted with a sufficient facilities.

Laboratories: The college has four laboratories with sufficient equipment.namely Computer Lab , Science Lab , Psychology Lab and Language Lab .

Seminar Hall cum Educational Technology Lab: There is a seminar hall measuring 36 feet x 22 feet with a seating capacity of 50 members.

Multipurpose Hall: 30 feet x 60 feet in size, it is a spacious hall that can seat 150 members. There is a separate stage in this hall.

Library: The library room is 44 feet x 17 feet in size. A separate reading room measuring 25 feet x 22 feet. room capacity is 30.

Sports field-We have spacious playground facility for outdoor games. and Separate hallfor indoor games.

Fitness center :The college has a separate fitness center.

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

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

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

3

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	https://panvelbedcollege.org/facilities/
Any other relevant information	[View File](#)

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

13.14 LAKHS

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

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 Describe the features of Library Automation in not more than 100 – 200 words.

The Panvel Bed College library continues to be an essentials part of our academic environment.Over the past year, We expanded our Collection by adding 272 new books Cost of 65,118 Rs. and 10Journals, The total number of library Visits of Student and teachers reached 09.1 Avarage. Recently ,we Subscribed to the N-List Service on 03-05-2024 at a cost of 5,900rs, journal rs 16000rs. Currently , we are maintaining issue-return records in Excel files from February , but the college is in the Process of Upgrading to the Egranthalaya 4.0 Cloud Software, Which will again Streamline Our Operations improve Service quality.

We have future plans of giving access to OPAC throughmobile app to Students

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://panvelbedcollege.org/library/
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Our library Offers remote access to a wide range of digital resources , ensuring thatlearningContinues beyond the Campus. Students and teachers Can access NLIST resources , including thousands of e-books and e-journals, anytime, anywhere.

Additionally, Our library webpage Provides links to Various Open-Source resources like DOAJ (Directory of Open Access Journals) , Project Gutenberg , and the National Digital Library of India. These resources empower our academic Community with the tools necessary for Comprehensive research and Study , Supporting both teaching and learning

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases | **Four of the above** |

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.81,118

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

27

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	[View File](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1IZBoo7xYS7E HjAZE4QN8_71kA-PkPGXT/view?usp=sharing
Any other relevant information	**No File Uploaded**

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 Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	**All of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Ict Facilities Including Wifi :- WIFI facility was installed with

wireless access points. WiFi access is provided in the office, staffroom, library, and ICT room. The ICT facility has an ICT room for students with computers. There are LCD projectors in the classrooms.BSNL access points are placed throughout the campus for uninterrupted internet access.

Ict Facilities Including Wifi :- From year 2022 -23 , wifi facilitation was installed with wireless access points. All buildings, hostels,seminar halls, conference rooms and common areas in campus are now wifi enabled.

ICT FacilitiesThe campus is totally technology enabled with 24 x 7 wifi and internet facilities for the staff and students.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

3:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	[Link to Video of the e-content development facilities-https://drive.google.com/file/d/1uPiNMI-eBLCsy5eVEGTHdICgKtXOXUnL/view?usp=drivesdk](#)
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	[Link to Beacon-https://panvelbedcollege.org/wp-content/uploads/2024/08/Becon-2023.pdf Link to Videos- https://youtube.com/shorts/8cXMXxxWbSw?si=ayPvMocUwf6V6oWE , Link to Vedio-https://youtu.be/FMpG0a7Qdss?si=zaIEBeDEXjtCNbPh, Link to Special Issue- https://panvelbedcollege.org/wp-content/uploads/2024/08/Khelatun-Ganitakade.pdf, Link to Special Issue-https://panvelbedcollege.org/wp-content/uploads/2024/08/Aayushyache-Ganit.pdf, Link to Special Issue-https://panvelbedcollege.org/wp-content/uploads/2024/08/Guruvandana-2023-24.pdf, Link to Special Issue-https://panvelbedcollege.org/wp-content/uploads/2024/02/Mahila-Samasya.pdf, Link to Special Issue-https://panvelbedcollege.org/wp-content/uploads/2024/02/Paryavarniy-Samasya.pdf](#)
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

13.14749 Lakhs

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

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 Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Systems for maintenance and utilization physical academic and support facility:

Budget provisions are made for new as well as old facilities, repairs and maintenance.

Establishment/repairs and maintenance are also made for institutional purposes from time to time.

Procedures for maintaining physical, academic and other college facilities:-

1. The cleaning and maintenance of the classrooms and laboratories are done by the non-teaching staff as per the cleaning schedule which is monitored by the Head of the department

2. The college has an adequate number of computers with IT Facilities maintained by a computer maintenance service provider.

3. The college website is maintained regularly by a web site provider.

4. Maintenance of electrical equipment is regularly done through the Service agency's visit on a call basis.

5. The rainwater harvesting system helps in the maintenance of the garden.

6. Pest control is also carried out at regular intervals.

7. All the facilities like fitness center, sports facility, and parking facility are maintained on regular basis

.Procedures for utilization:Library facilities and services are very well utilized by the B.Ed. students, researchers and Staff.

Reading room facilities are also provided.

Magazines, Newspapers, Clipping articles, competitive exam books, Reference books, etc. Are provided.

File Description	Documents
Appropriate link(s) on the institutional website	https://panvelbedcollege.org/facilities/
Any other relevant information	View File

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

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	**Nine or more of the above**

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**B. Any 3 of the above**

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

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
17	40

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

1

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

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

16

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Our College is having registered Alumni Association. Every year admitted students are enrolled as registered members of alumni association. Students contribute in the development of the institution by giving funds, donating books and plants, organizing different activities like lectures, sponsoring various prizes for rank holders, collecting advertisements etc. Alumni contributes also in beautification of campus. They help the institution in fund raising programs. Few of our members are also members of Panvel Teacher Association. They organize training programs for teachers in collaboration with Andhashraddha Nirmulan Samiti.

1)We are proud to say that Mr. Ramsheth Thakur a very famous politician and Ex. MLA is our Past Student. He has given a donation of Rs. 11 Lakhs to provide facilities of smart classroom in our institution.

2) They encourage and motivate our regular students. They are Ideals in front of our Regular students they support us morally socially and sometime financially.

The alumni of the college are well-placed in the field of industry, business, research and social work. Alumni have always come forward with generous financial contributions which were utilized In the development activities of the college.

File Description	Documents
Copy of constitution of student council signed by the Principal	[View File](#)
List of students represented on different bodies of the Institution signed by the Principal	[View File](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View File](#)
Any other relevant information	[View File](#)

5.3.2 - Number of sports and cultural events organized at the institution during the year

11

File Description	Documents
Data as per Data Template	*View File*
Reports of the events along with the photographs with captions and dates	*View File*
Copy of circular / brochure indicating such kind of events	*View File*
Any other relevant information	*View File*

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Our College is having registered Alumni Association. Every year admitted students are enrolled as registered members of alumni association. We have governing body as per the guidelines given by charitable trust of Mumbai. Students contribute in the development of the institution by giving funds, donating books and plants, organizing different activities like lectures, sponsoring various prizes for rank holders, collecting advertisements etc. Meetings of alumni, get together are held in the college campus. Alumni contributes also in beautification of campus. Every Year our Regular students and in Service Trainee teachers accepts the membership of Alumni association. Sometimes they come together for get together programme in the college. What's app groups are created Year wise. They share activities implemented successfully in their schools. Discussions on Educational issues Problems and innovative practices are conducted. They encourage present students to participate in social activities. They themselves works as resource persons for different workshops and seminars. Theyare members of Panvel Teacher Association and they help the institution in fund raising programmes,organize training programmes for teachers in collaboration with Andhashraddha Nirmulan Samiti. Our alumni association have group of socially active students, they celebrate 15 Aug. ,26 Jan and Teachers day program every year.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	**Three/Four of the above**

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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. Describe the mechanism

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Every year the alumni celebrate ' Teacher's day' in the college with great enthusiasm. On this day we invite a student who is an alumnus of our college and holds a senior position as the chief guest. On this day the students stood first, second and third in the previous year in the B.Ed. course 501Rs, 301 Rs. and 201 Rs. Felicitate these students by giving this token amount. Teacher's day is widely celebrated.

Alumni help financially in this college. Not only this they also provide educational material if there is a shortage. President, vice president and secretary are appointed from alumni. A discussion meeting is organized with all of them along with the principal and former students and professors. what is lacking in this college? how can we overcome that deficiency? what exactly can each alumnus give to my college? students present their options as Sahavichar sabha. An activity beautifying the college premises by planting trees, conducting a program under ICT, visiting an organization etcare planned is for this consensus meeting. The post of president, vice president and secretary are changed every five years.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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 Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Vision:- Education to empower student teachers to recognise and optimize their full potential and to bring about all round development of the student teachers community and progress of the nation.

Mission : Enhance the values of creativity rightness,empathy, gender

sensitivity,

secularism and social responsibility in the student teacher through comprehensive facilitators of social change.

To fulfill vision and mission statements different programs are organized by two Kuls and three clubs. Kul and clubs are formed at the beginning of the academic year. Death and birth anniversary of great personalities were celebrated. For inculcation of gender sensitivity webinars were organized. For social commitment visit to special schools, visit to Leprosy Nivaran Samiti, organization of social camp. Poster making competition ,Essay writing competition ,poem reading, organization of different cultural activities students can build creativity. Students are given the opportunity to write in various special publications of college to develop creativity in students. College Published seven special editions on all various subjects in the year 2023-24.

Teachers are incharge of different committees. Students are the members of different committees. They participate in meetings of the same committees hence in decision making.Student council is formed to give representation to the students.. Governance of the institution follows a decentralization model with effective leadership. Participation of all stakeholders is an important characteristic of our institutional governance.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

At the beginning of the academic year work distribution was done.According to work distribution annual planning was done. Every professor was assigned with different committees.At the beginning of academic year the admission committee was formed. Internal complaint

committee Employee grievance redressal Cell, Anti ragging committee ,Guidance and counseling Cell, Alumni association ,Research cell ,Discipline committee, Student council ,Code of conduct committee, Library committee, Purchase committee, College development committee and Internal Quality Assurance Cell are working in the college. Every professor is assigned with different committees and activities of the college. Students are divided into different Kuls , Clubs and school internship groups. Students are members of different committees. Different Students are leaders of kul, club and Internship Group. Administrative work is distributed among the clerical staff and is monitored by the Principal. College development committee takes decisions regarding the expenditure and purchase of equipment.AQAR is approved in the meetings of IQAC and CDC. Alumni Association, Parent Association suggest their opinion.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Government college of Education,Panvel is Government of Maharashtra's teacher training institute. Transparency is the identity of our college. We find transparency in all aspects i.e.in financial , academic, administrative and other functions. The Government of Maharashtra published a rule book called Maharashtra public service code 1976 itself posing transparency in all aspects.

1. Financial transparency :- We convey all our financial needs to the Directorate of Higher Education ,Pune through a budget proposal. We put up our demands which are made based.We need to apply for grants through the budget and we prepare our budget based on need analysis.Our budget gets sanctioned if they are convinced with our demands. We have permission to spend money under sanctioned head only. Purchasing is done by using the GeM portal. Sanctioned scholarship is given to respective students and records of scholarship are maintained. Everything is open, transparent and can be checked at various levels. All these processes are conducted by online mode.

2. Academic transparency:- At the beginning of every academic year

workload is equally distributed among all faculty members. It is open and transparent. If required changes can be made on demands of faculty members and students.

3. Administrative transparency :- in order to bring transparency in the work of administrative point of view various communities have been formed in the college. Principal is an ex- officio chairperson and various professors have the post of member secretary of various committees. Committees are equally distributed among faculty members.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The college maintains quality education by adopting the guidelines of University Grant Commission ,National Council for Teacher Education, National Assessment and Accreditation Council and other related statutory bodies. B.Ed curriculum is designed by University of Mumbai as per guidelines provided by NCTE. At the beginning of the academic year the academic calendar is prepared and implemented throughout the year.

1. Syllabus implementation :- curriculum is implemented as per guidelines given by University of Mumbai. Syllabus is completed by all faculty members by using PPT, interactive board, discussion method demonstration method. For the completion of tasks sometimes field visits are arranged.

2.Internship:- as per syllabus guideline of Mumbai University internship is completed. In the 2nd semester internship of three weeks ,in 3rd semester internship of 11 weeks, and in 4th semester internship of four weeks is organized.

3.Examination and Evaluation :- Continuous Comprehensive Evaluation is done for all courses by using essay writing, class test,& task submission. University examination is held as per schedule of

University of Mumbai.

4.Co- curricular activities :- Co- curricular activities are also arranged as per academic calendar .

5.Human resource management :- will try to use human resources maximumly so that all our programs are completed as per schedule.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Mumbai University B.E.d Syllabus- https://panvelbedcollege.org/wp-content/uploads/2023/07/ProgrammeLearning-Outcomes.pdf , Year Plan 2023-24-https://panvelbedcollege.org/wp-content/uploads/2024/07/year-plan-B.Ed-2023-2024.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Our college is the only state Government B.Ed college in Raigad District. Our institutional organization is run by the Government of Maharashtra. It is mandatory for us to follow rules and regulations related to the functioning of institutions. All government policy, administrative setup ,appointment and service rules, procedures mandatory to us for effective functioning made by Government of Maharashtra.All Legislative bodies are formed in the college. eg. College Development Committee, Grievance Redressal Committee Internal Complaint Committee ,SC -ST ?Committee, OBC committee ,Minority Committee, Anti Ragging Cell, RTI 2005 Committee etc. All these committees have their own legal base and objectives as per guidelines of Government .University members are appointed from stakeholders. They are informed of their role and responsibilities. If members are ready to accept responsibilities then and only then we appoint them to the available administrative set up provided to committee. These committee's work as per rules. These committees organize meetings and programs. College administration established several committees for smooth working of administration. Every committee has its objectives and functions; It plays a vital role in administrative work . Principal is chairperson of each committee. In some committees, it includes students and non government members

also.

File Description	Documents
Link to organogram on the institutional website	ORGNOGRM LINK-https://panvelbedcollege.org/wp-content/uploads/2024/09/Ornogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	**All of the above**

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Governing body decided to form the following committees for smooth conduct of academic and administrative works which will strengthen the student's activity and develop the knowledge for students. 1. Guidance counseling Cell 2. Aluminium Association 3. OBC Cell 4. Write off committee 5. Discipline committee 6.Code of conduct committee 7. Internal quality Assurance Cell 8. Employee grievance redressal Cell 9. Library committee 10. Election literacy club 11. SC/ST Cell 12. Internal complaint committee 13. Placement Cell 14. Maitri Sangh 15. Anti ragging committee 16. Purchase committee 16.

College development committee17. Research Cell 18. Minority Cell.

In the meeting of the internal Quality Assurance Cell held on 6 September 2023 one agenda was to decide the dates of the National conference. Every year IQAC decides to arrange a National level conference on the topic selected by IQAC. In this meeting it was suggested that to create awareness about National Education Policy 2020 the topic for the National conference will be Indian knowledge system. According to this decision, a National conference was organized in the college on the topic Indian knowledge system on 22nd December 2023. All our committee plays. Very effective roll in quality education

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Being the Government college, Maharashtra government offers the following welfare scheme for all its employees: summer and winter vacation to teaching and non teaching staff and earn leave to non teaching staff. The government has provided a group Insurance Scheme to teaching and non teaching staff which syllabus helps at the time of need. Government has provided a provident fund scheme to those who are appointed before 2006. Government has provided a DCPS scheme to those who are appointed after 2006. Being a Maharashtra government employee vehicle loan, home loan pension schemes are available. Every employee gets Traveling allowance, Dearness allowance and Extra HRA being Metro City. All welfare policies which are declared by the State government are mandatory to us as we are Government employees.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	**No File Uploaded**
E-copy of letter/s indicating financial assistance to teachers	**No File Uploaded**
Certificate of participation for the claim	**No File Uploaded**
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

4

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

6.3.4 - 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

1

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	**No File Uploaded**

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

As this is a Government Institution performance appraisal system is decided by the higher and technical Education Department for teaching and non teaching staff . As per format all teaching and not teaching staff submit Performance Appraisal forms to Principal. Every Academic Year all faculty members maintain the record of Performance Based Appraisal. Performance based appraisal includes teaching ,Administrative work, ICT teaching learning methods, research publications etc. It is mandatory for teacher promotion from Assistant Professor to Associate Professor and from Associate Professor to Professor.

The faculty Appraisal is provided by following parameters 1. Academic performance

2. Publications in journals 3. Publications in conferences 4. Seminars 5. Workshops 6. Development programme 7. Research initiatives 8. Projects applied for funding 9. Department activities 10. Interdepartmental activities.11.Outreach Activities (External

resource person) 12. Online courses.13. Social visits organized for students 14. Internship arrangement 15.Consultancy activities .

The Government College of Education has other mechanisms of feedback from students in place for performance assessment. By analyzing feedback teaching, research and service of the faculty and other staff is improved. From 2023 online performance based appraisal proforma is provided by the Government of Maharashtra.Today evaluation of performance based appraisal is done online.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	[View File](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Institution conducts internal audit by principal and external audit regularly by the senior auditor of Joint Director of Konkan Region office.As our institution is a Government Institution we follow all the rules and regulations of the State Government. We have internal as well as external audits mandatory. Course fee structure is decided by the Government Of Maharashtra. Admission fee is deposited in the Government Treasury. The other fees named Laboratory fee, Gymkhana fee and activity fee is deposited in government P L A account .At the beginning of every academic year our college development committee organizes meetings for purchase of equipment and other expenditure .College office prepare an four and eight monthly and Annual Budget. We submit PLA budget to the Director of education for approval and after his approval budget is sanctioned .At college level will have stock verification . Stock verification checks the receipt of the purchase of equipments and maintaining register department wise. Financial audit is done by a senior auditor, a member of the Accountant General office. He verifies financial entry and bank accounts. For our self financed course fee structure is also to be decided by the Shikshan Shulk Samiti of the

State Government. We do an external audit course from a recognised and approved agency for expenditure of fees.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Institution conducts internal audit by Principal and external audit regularly by senior auditor by Joint Director of Konkan Region of Panvel. As our institution is a Government institution, it will follow all the rules and regulations of the state government. We have internal as well as external audit.For regular B.Ed course fee structure is decided by the Government of Maharashtra . Admission fee is deposited in the Government Treasury. The other fees named library fee,laboratory fee, are deposited in the Government PLA account .At the beginning of every academic year our college development committee organizes meetings for purchase of different

equipment and other expenditures. College office prepares eight monthly and annual budgets. We submit the PLA budget to the Director of Higher Education,Pune approval and after his approval budget is sanctioned.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	*View File*
Any other relevant information	*View File*

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

IQAC prepared an academic calendar which covers all curricular and Co-curricular activities. Regular meeting of IQAC are conducted under the chairmanship of Principal with fixed agenda and suggestions are taken from all members ofTeachers with Ph.D. are also encouraged to act as a research guide for research scholars . IQAC has been performedfollowing tasks on a regular basis.

1. Improvement in quality of teaching and research by regular inputs to all concerns on feedback from students.

2. Providing inputs for best practices in administration for efficient resource based utilization and better service to Staff and students.

The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels.

Annual quality assurance report

Performance based appraisal system

Stakeholders feedback

Action taken report

1)This year's National Conference on the Indian knowledge system was organized by IQAC.

2) Offering new value added courses.

Value added course of Soft skill development

(English communication skill) was organized in collaboration with Unnati Foundation.

One value added course of communication skill was organized for second year B.Ed.student in Semester 3.

Three webinars and one workshop were organized.

Our IQACplays a very effective role to make our college activity Centric.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	[View File](#)

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Program structure syllabus of the course is provided to the students before semester commences. Important announcements are made in morning assembly and through WhatsApp groups and also by prior notice. Attendance and code of conduct of the class is monitored by attendance in charge and principal. Discipline committee ensure smooth functioning of the classes.IQAC regularly conducts feedback at the end of semester and appropriate steps are taken to enhance teaching learning process

Feedback is also taken individually by respective teachers for their respective courses.

Feedback is analyzed properly and shared with principal IQAC members. Teaching learning process is reviewed and improvements implemented based on IQAC recommendation.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

11

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	Link to Minuets of Meeting of IQAC- https://panvelbedcollege.org/wp-content/uploads/2024/07/IQAC-Minutes-of-meeting-2023-24.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://mail.google.com/mail/u/0?ui=2&ik=9c9737c725&attid=0.1&permmsgid=msg-f:1811008233085611025&th=1921fe6492602c11&view=att&disp=inline&realattid=1921fe5fd1eb1a2b4ee1
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Offering new value added courses and add on courses :-

A value added course on communication skill was organized for second year B.Ed.student in Semester 3.

Value added course Of English communication and life skill was organized for B.Ed.Batch(2022-24) in collaboration with Unnati Foundation in semester 4

Library Enrichment

To buy more books to enrich the Library.:- 272 books have been purchased having cost Rs.65118 in academic year 2023-24.

To Subscribe more journals:- As compared to previous year more

National and International journals were subscribed in academic year 2023- 24. National and international journals of Rs 16,000 are. subscribed in the year 2023-24.

To provide more resources for research:-

Students and teachers can access N- LIST resources including thousands of ebooks and e journals anytime anywhere additionally our library web page< Panvel bedcollege.org/ library>

Provides links to various open resources like DOAJ (director of open access journals), Project Gutenberg and the national digital library of India these resources empower our academic community with tools necessary for comprehensive Research and study supporting both teaching and learning.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Energy Conservation and Implementation of Alternative Energy: The college has taken to keep all the windows and doors open in the classrooms. As a result, the college saves energy and reduces its electricity bill. The college has taken to replace traditional light bulbs with LED lamps. The college has installed LED lamps in some classrooms.The college has taken to create awareness among the teacher-trainees about energy conservation. through a subject 'Environment Education'. The college provides frequent oral and written instructions to the staff and trainees on how to avoid unnecessary consumption of electricity. The college has also included sustainable development through theme based lessons on sustainable energy resources during their internships and also presented articles on it. The college has taken to declare one day of the week (Tuesday) as a no-light strike day. In our college near each electricity switch board we displayed energy saving notice. we have minority girls hostel in our premises. For hostel building we

placed solar plant with solar meter which help to reduce our energy budget. The college has installed solar energy panels in all the internal roads and the girls' hostel.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

WASTE MANAGEMENT policy and procedure for PLANNING AND IMPLEMENTATION PROCESS in Academic year 2023-24 as follows:Awareness about waste management is developed in the college for the hostel staff and teacher trainees. The trainees are inculcated the value of waste management and environmental protection and conservation through curriculum(Environmental Education course) , and co-curricular activities .Waste management planning is done in coordination with PMC, and PWD. Garbage of old newspapers, magazines,students old submitted papers,old unnecessary waste from the office, teaching non-teaching staff... such waste paper is removed for sale after processing in prescribed manner, this waste is sold to the recyclers.A dustbin has been kept in every classroom.. There are leaves of trees in the area and the entire campus is spacious. There are hundreds of trees, vines, flowers falls in our campus daily. Depending on the season, dry leaves, flowers, fruits, seeds, as well as grass or dead waste are frequently produced. Every day cleaning workers collect such waste and collect it in a pit which eventually turns into compost. There is a canteen in the hostel for Minority Ladies . Dry and wet waste accumulated in the canteen is separated. A separate waste bin has been made in the girls rooms. Garbage is collected from that place and sorted.Panvel Municipal Corporation garbage truck picks up this garbage every day and disposes it properly. The waste water from the sanitarium is collected in a tank. Some sewage pipelines and the sewers of the Municipal Corporation are connected.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Four of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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	Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

1) Cleanliness and sanitation:

The college works to create a clean, beautiful and pleasant environment . All buildings are regularly cleaned. Daily Garbage is picked up daily. Plastic use is banned in our premises. Segregation of waste made compulsory by Panvel Municipal Corporation.

2) Green cover and pollution free environment:

The college has a spacious campus of three and half acres. There are grounds and parks in the area. There are various types of trees in area. The whole area is covered with plants, wild trees, vines, flowers, different types of grasses. Various flowers are planted in pots in the area. various animals and birds in the area. Due to the plants, sufficient oxygen is obtained in the area.90% of students travel by public transport.

3)The following activities were implementedin the college during academic year 2023-24:1)Organised social work camps.2) Yoga day, Gandhi jayanti, Cleanliness day.3) "snake: understanding,misunderstanding" lecture. 4)Class,premises decoration activity.5) Plantation program 6)Poster competition, Drawing competition, Rangoli competition. Blackboard writing competition.7)Plastic ban activity. 8)"Limited waged schoolbag activity.(small sized notebooks)9)Environmental education special edition-2023.10)Theme based Lessons on environment.11) Cleanliness Rally.

4) College has audited Green Campus and received the Best Green Campus A.It is valid till May 2024.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	**No File Uploaded**
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

Nill Report

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The Government College of Education, Panvel is a prime location college in Maharashtra, easily accessible by public transport and located near the Panvel railway station and S.T. stand. The college provides a safe and secure environment with access to essential facilities like a police station, hospital, temple, stationery shops, pharmacies, and hotels. The college also has a hostel for girls, a hostel for boys, and a canteen within its premises. Additionally, there are several government institutions located near the college, including the Panvel Municipal Corporation, PWD, police station, ITI Government College, DIET, and Panchayat Samiti. The college benefits from these institutions and vice versa. The college has a green area in the vicinity, and it is located close to several practicing schools, providing optimal exposure to students. The

trainees at the college have several options to participate in research projects and internships. The college has connectivity with various NGOs and organizations, facilitating training and education. Various activities and programs where organised for the trainees to benefit from the knowledge of various exports in the local area.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	**B. Any 3 of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View File](#)
Web-Link to the Code of Conduct displayed on the institution's website	[View File](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View File](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View File](#)
Any other relevant information	[View File](#)

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Bestpractice:1.Internship

Objectives: 1) To provide opportunity to the trainees for participation in real situation at school activities;and developknowledge,abilities,teachinginterest attitude andskills,leadership,professionaldevelopment.

Context: Teachers are the backbone of the country. Internship during training is necessary to become an excellent teacher.

Practices: 1) school groupsareformed2)Each groupjoinedwith mentorprofessor for guidance to them. 3) Total three internship in B.Ed. program.4) work continuously three semesters with planned. 5) reportsarepresentedaftereach internship. .

success:Duetotheseprograms,the trainees are seen to develop knowledge,abilities,teachinginterest attitude and teaching skills,Ideal teacher's characteristics, leadership, professional development

Bestpractice :2Publications

Objectives:1) To provide opportunities for student-teachers to develop their reading, writing, Editing and research ability and skills.

context:Thecontext for this practice is the educationall purpose,where teachers play various roles, such as good teachers, good readers, information,writers, and editors.

practice:The practice involves publishing the BEACON research journal, which is a peer-reviewed research journal in the field of teacher education, and the VIDYANIDHI annual magazine. The college also publishes special issues.

success 1)Vidyanidhi ,2)Beacon.3)Guruvandana 4)Games through Geography.5)Mathematics of Life. 6)Games through mathematics .7)Home science in kitchen 8)We are Indian people .9)Women's issue. 9)Environmental issue.10)Surung Fodite. 11)Chitrpat parikshan visheshank

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The college is situated in a region where a large number of women and economically- socially backward students from ST, SC, and OBC categories and women enroll in this academic year. The college aims to achieve the goals of "Antyodaya and Sarvodaya" mentioned in the Indian Constitution. The potential of backward class and women trainees. The college's vision is to develop their personality as a teacher.The college provides all necessary facilities and infrastructure required for education. The college has separate hostels for minority girls. separate hostels of the Government of Maharashtra for ST category students and female students. The college implements various welfare schemes for them, such as government scholarships and freeships,personality development program , Internal complaint committee was organised for women grievance redressal. Webinar organised on gender sensitivity."Love and violence" program organised. Special addition was published on the occasion of international womens day.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	[View File](#)