



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE OF EDUCATION

NEAR MUMBAI - PUNE HIGHWAY, ST BUS STAND
410206

<https://panvelbedcollege.org>

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College of Education, Panvel, a teacher's training (B.Ed.) degree college of Raigad District was established in 1970 by the Government of Maharashtra [vide Letter No. STC-2260/54740/E dated 16th May 1970] with a capacity of 100 students. It is located in Taluka Panvel in Raigad District of Maharashtra State which lies in the Navi Mumbai area. It is permanently affiliated with Mumbai University and reaccredited by NAAC in 3rd cycle. It is recognized by NCTE by Regulation 2014 now two years with an intake capacity of 50 students each year. Banking facilities, Hospitals, buses, railway stations etc. are situated at a proximal distance. Supermarkets and stationary centres, medical shops, and hotels all are situated at a reasonable distance. Panvel is supposed to be a gateway of Konkan. It is a city that joins western Maharashtra and the Konkan region. It is also the gateway of Navi Mumbai so it is a geographically very important place. Aagari people community a native and identified with its Aagari Language and its rich culture. Ours is a State Government College under (2F) & 12B status found on 30th June 1996. It is permanently affiliated to Mumbai University. The total campus area is 3.4 acres with a 4 ft. high boundary wall. On the campus, there are two separate hostels for boys & girls, one administrative building with one separate main Education building. The Government College of Education, Panvel is the first Government Teacher Education Institution of Higher Education in Raigad district, Konkan area. Government College of Education, Panvel, with its academic zeal, aims at providing quality teacher education to urban and rural students while augmenting their meaningful participation in curricular and extracurricular activities. The focus is on the process of teaching-learning in a rural context with a sense of social responsibility. The college upholds the spirit of Humanism and strives to inculcate rationalism among its stakeholders. The College offers B.Ed. & M.Ed course with a dedicated staff of 04 Full-time teachers and 02 clock hour basis teachers for a healthy teacher-student ratio for B.Ed.course and 4 clock hour additional staff is appointed for M.Ed. course. The College is a temple of learning for every person and every faculty zealously endeavours and excels in disseminating knowledge, simultaneously preserving the motto-

"Sheelam Param Bhushanam"

Education empowers student teachers to recognize and optimize their full potential and bring about all-around development of the student teachers' community and the nation's progress.

Vision

"Our vision is to create value-based excellent teachers that would work in adverse conditions for the poor downtrodden society and thus provide support to the national mission, of education for all through excellent value-based training for all".

Our vision is to empower our student teachers. We are dedicated to the all-round development of our students by optimizing their full potential.

We envisage our students to;

-Achieve academic excellence through hard work critical thinking effective leadership

- Facilitate learning through competencies and methodologies.
- render selfless service to the community.
- recognize and optimize skills.
- imbibe rights attitudes values and ideals.

We can equip and empower our students to improve their skills. The diverse dynamic and collaborative atmosphere of our college helps to foster the holistic personality development of our student teachers.

All Educational Institutions are constructed on a foundation of Human resource development .vision of our institution focus on what the world would look like after our student had attempted to change it through their effective training in educating the future generation. The vision of the college is not merely confined to imparting knowledge in the classroom but is a means of reinforcing the values of our constitution. We aspire to produce teachers who would make significant contributions to nation-building. A world where all learners use their full potential and make their future dynamic. In this transformational educational world, our student teachers would help to all-round development of learners. Today we visualize the Govt. college of Education, Panvel as a premier educational institute that continually responds to the changing social realities through the development and application of knowledge.

Mission

"Enhance the Values of creativity, righteousness, empathy, gender sensitivity, secularism and social responsibility in the student teacher through comprehensive and quality education to become lifelong learners and facilitators of social change"

Our institution's mission is in keeping with our motto and our function could be essential as Excellence through teaching. The planning and execution of the programme run by this institute is testimony of the efforts being taken to enable bearing high quality of character must also demonstrate Excellence at the workplace i.e. Temple of learning".

The success of the institution's mission is driven by the value-based ethical behavior of its committed faculty members, staff and students. The college believes that all aspects of education focus on the core values of contributing to national development while keeping in view the philosophy of having professional ethics and sound uniform ethical conduct. The mission of the College is not merely confined to imparting knowledge in the classroom but is a means of reinforcing values of Creativity righteousness, empathy, gender sensitivity, secularism and social responsibility. We aspire to produce academically oriented, sensitive and responsible citizens who will contribute to improving the world. We accompany and mentor our students so that they develop as teachers of competence, compassion and conscience, and are empowered with the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects dignity, equality, social responsibility and righteousness for all, with special emphasis on Effective teacher creation for nation-building.

Through professional education that is responsive and relevant to the challenges that practitioners face, we can equip and empower our student teachers and institution to improve their practice in service of their students, schools, and communities. A diverse, dynamic and collaborative institution, Govt. college of Education is focused on contributing to improve educational opportunities and outcomes for our student teachers. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment.

We provide a caring and nurturing environment where our students come into their own, blossoming into confident teachers ready to face the world. Untiring efforts are made to instil the values of mutual trust,

teamwork and promotion of social capital, and easy sharing of knowledge, skills and resources to create a vibrant society. At GCEP, we appreciate, respect and promote our students' perspectives, rights and dignity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Government College of Education, Panvel, is easily accessible to the nearby rural areas. It provides an ideal location to fulfil the college's mission of empowering students from rural areas. The authority collectively executed the entire process through setting up SWOT parameters to encourage all participating members by making them aware of their responsibilities. Faculty, Students, non- teaching staff, Alumni, were actively involved during SWOT analysis.

- * Healthy student- teacher ratio.
- * Resource full and experienced Principal and Committed Staff and majority of it is having Ph.D.
- * Sufficient owned land (3.4 acres) for further infrastructural development.
- * Sufficient books in library Student book ratio is good.
- * Promotes social responsibility among the students classrooms.
- * Student Grievance cell to address the needs of students.
- * Antiragging committee plays role in controlling students from ragging activities.

- * Nature club activities helps in making green campus.
- * Daily attendance ensure students daily presence
- * Strong, co-operative, participative alumni association plays important role in academic development of institute.

- * College Development Committee, IQAC and other allied committees plays important role in college management and smooth working of institution.

- * We have strong social ties with other schools, colleges and social groups(MoU).
- * We have well equipped boys and girls hostels,well equipped gymkhana and all other sufficient infrastructure.

- *Our College has successfully undergone 'Green Campus Audit' and Our college has been honoured with "Best green campus Award" from Nature Science Foundation.

- *Our College campus is pollution free, noise free and environment friendly.

Institutional Weakness

- * Auditorium has capacity of hardly 150 candidates.
- * Curriculum is not digitally well equipped.
- * Inadequate financial support, so assistance for library work and automation not available.

- * Well maintained sports ground is not available.
- * No smart- technology enabled.

Institutional Opportunity

- * Motivation to more backward lady student teachers for enrolment.
- * More scope to provide quality teacher education to rural students.
- * Possibility of more academic research in rural areas to harness local talents.
- * Increasing enrolment of students belonging to the marginalized sections including SC, ST and Minority groups.
- * More tie-ups with different CBSC institutions, Schools, colleges, organizations counselling and facility for huge campus and NGOs to provide internships.

Institutional Challenge

- * Ever growing Competitiveness of various private colleges around.
- * Non availability of a full-time technician to handle required online procedures and other Issues related to computer lab.
- * Unwillingness among the alumni to participate in college developmental activities.
- * Having 3.4 acres land around a institute speedily growing weeds and finding reptiles throughout the year, which create risk. But, because of unavailability of separate maintenance grant cleanliness of campus is now become challenging task.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

At institutional level, curriculum planning helps us to achieve our vision, mission, goals and objectives. Well planned implementation of curricular, co- curricular and extra- curricular activities enhances it's quality. B .Ed curriculum is designed by Mumbai University as it is our affiliation body. One of our faculty member contribute in curriculum designing process as she is a member of board of studies in Mumbai University. Planning and implementation is done in a transparent and effective manner. At the beginning of academic year, our staff meeting is organized, faculty members discuss, contribute for planning and implementation of curriculum. After thorough discussion, we plan our academic calendar, term wise plan, and time table . Each faculty plans for workshops, seminars, internship activities and other practical work. For this we focus on PLOs and CLOs. Teacher orientation and student induction program is held to strengthen the curriculum implementation.

Elective courses along with the pedagogy courses in the curriculum provide adequate choices to our trainee teachers. To develop our trainee teacher's skill, interest and their physical- mental health ,the institute has introduced value added courses. Our students can learn the cross cutting issues like gender equality, environmental education, sustainable education, ICT skills etc. B. Ed. curriculum is of 111 total credits and of 1800 marks. In this curriculum, each semester includes core courses, Inter- disciplinary courses like Gender,

School ,and Society, Educational Management Creating an Inclusive School. For the all over personality development there is provision of Ability Courses like Critical Understanding of ICT, Reading and Reflecting on Texts and also Audit course like Understanding the self. In this way, the curriculum is very useful for all over personality development of our trainee teacher's Based on NCTE guidelines, Mumbai University framed a dynamic syllabus which covers all aspects of teacher's personality development. Our faculty try to inculcate national, global values in trainee teachers. Through street play, group discussions, seminars ,poster presentations, project works our trainee teachers get learning experiences in wide range.

Our college has a rich tradition of co curricular, and extra curricular activities. Majority of our students are from rural and also tribal area. So they have strong cultural heritage and also they have human values, gender parity, environmental awareness. College arranges Community Work, Social Service Camp, Swachhata Abhiyan in very effective manner.

Our institute being a learning community, have focus on improving in all fields. So we obtain feedback from our stake holders. So our students can prepare themselves a good teacher, responsible citizen and a human being to our society through effective curriculum planning.

Teaching-learning and Evaluation

Student enrolment is as per the rules and regulations of NCTE, Maharashtra CET Cell and University of Mumbai. Seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy and also students enrolled from EWS and Divyangjan categories. The institution has assessment processes for honouring student diversity, to identify different learning needs of students and their level of readiness and provide academic support through the Mentor system. Student – Full time Teacher Ratio during the latest completed academic year was 1: 17.

Fosters a student centric learning environment in its teaching learning process evolving from the conventional lecture method to experiential learning experiences through innovative and creative learning practices through Experiential Learning, Participative learning, Problem Solving methodologies, Brain storming, Focused group discussion, Online mode. Student teachers are well versed with digital modes of learning, online tools and resources.

Competency and skill development programmes through a internship programme, expert talk sessions, workshops, organising and anchoring various programmes and events, group discussions, projects, field visits, inclusivepractices, seminar presentations, experiential learning, preparation of learning resources, assessmenttools, outreach activities.

The teachers attend orientation, refresher, short term courses, faculty development programmes. Four of thefaculty are Ph.D. research guides with University of Mumbai. The faculty are part of several educational bodiesand committees at the University level such as Board of Studies, Curriculum drafting committee, exam paper setting, examiners, moderators etc.

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on institutional Website. The Attainment of POs and COs are evaluated through through formative evaluation and Summative evaluation.

The IQAC of the college has institutionalized Student Satisfaction Survey to avail feedback on teaching,

learning and evaluation process and measure satisfaction level of the students.

Infrastructure and Learning Resources

Our college, which is affiliated with the University of Mumbai and recognized by the National Council for Teacher Education (NCTE), provides adequate facilities for teaching and learning as per the minimum requirements specified by the statutory body.

The college has its land of 3.5 acres, which is located in the centre of Panvel City. The whole area is surrounded by nature, and various buildings of the college are spread across this spacious place. The main building of the college has a total of 15 rooms for academic purposes. There is a separate administrative building for administrative functions.

The college also has a spacious multipurpose hall Sports field and fitness Centre: The college has a spacious playground facility for many outdoor games, conclusion: In conclusion, our college provides all the required facilities prescribed by NCTE, including separate Laboratories and special rooms. The library is well-equipped with current books, Magazines, newspapers, Journals, encyclopedias etc. Open access in Library. Every student is allowed to take 2 books from the library and he can keep them for seven days.

e- Granthalay is a Digital Platform developed by the National Informatics Center Ministry of Electronics and information technology, the Government of India for Government libraries for the automation of in-house activities as well as member services and Networking for resource sharing. ICT FACILITIES INCLUDING WIFIfacilitating were installed with wireless access points. WiFi access is provided on campus.

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

2. BSNL access points are placed throughout the campus for uninterrupted internet access.

The college website is maintained regularly by web site provider.

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

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

Pest control is also carried out at regular intervals.

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

Library facilities and services are very well utilized by the students, researchers and Staff.

Reading room facilities are also provided.

Student Support and Progression

This criteria is related with Students. In our college there is an effective relationship between the Principal and students. In our college Kul and Mandal system is exit. Through this kul and Mandal , our faculty taking care of students as a mentor. In college there are many facilities made available.

Like vehicle parking's, separate common rooms for Boys and Girls, Recreational facilities, First aid box and medical aid ,Book bank, safe drinking water ,Hostel ,canteen and toilets for boys and girls. For student support our college provide hostels and scholarship facilities.

As a government institute, it is mandatory to us to follow transparent mechanism .Our student entered in our college after completion of their graduation and post graduation .our students are mature enough. so we never face problems of redressal of student grievances related to harassment and ragging.

Most of our students admitted in our college are belonging to reserve Category .They are from poor back ground We have placement cell, through this, we organize interview for second year students. In our college we run M. Ed. Course too After passing B. Ed.Course. Some of our students are going to take admission to higher studies. We provide guidance for cracking NET/SLET/CET/CTET examinations. In our college student council is active in all programmes like independence day ,Annual social Gathering are celebrated by student council. In our institution Maitrisangh we constituted. Under this there are three cells. i.e. Backward cell, OBC cell, and minority cell. We organize lectures for this MaitriSangh.

We have inter collegiate sports competition from Navi Mumbai and district Raigad. Every year one of the colleges take initiative to organize sport competition where they organize various sports events. In our college we have alumni association. They organize various activities other than classroom activities. They mentor the students. They advise about placement and also support the student. Alumni associations arrange meetings and their gathering .They act as an effective support system to the institution in motivating students as well as help to nurturing and furthering any special talents in our students.

Governance, Leadership and Management

As ours is a teacher training programme we teach our students about the values of creativity, righteousness empathy, gender sensitivity, secularism and social responsibility in the student teacher through comprehensive and facilitators of social change.

College Principal is the academic head of the institution. College responsibilities are fairly divided among all the teaching and non-teaching staff members At the beginning of every academic year work distribution is done according. The annual plan is prepared by considering this work distribution. The principal of the college forms various committees of teaching and non-teaching staff to decentralize the functions of the college.

Ours is the government of Maharashtra's Teachers' training institute Transparency in all aspects is our Identity. It's a mandatory characteristic of all govt. Institutions. Govt of Maharashtra publish a rule book called Maharashtra public service code 1976 which poses transparency in all aspects.

Being the Government College, the Maharashtra Govt. offers different welfare schemes for all its employees

Government College of Education has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The institution conducts internal audits by the principal and external audits regularly by the senior auditor of the joint director of the

Konkan Region Office. As our institution is a government institution, we follow all the rules and regulations of the state government. we followed internal as well as external audits. Regular meetings of IQAC are conducted under the chairmanship of the principal with a fixed agenda and suggestions are taken from all the members of IQAC for improvement and better implementation of the curriculum.

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic planning in charge prepares Academic Calendar in advance, displayed and circulated it to stakeholders strictly followed.

IQAC regularly conduct students feedback at the end of the semester and appropriate steps are taken to enhance the teaching-learning process. Feedback from students is also taken individually by teachers for their respective courses. Students are free to approach the Principal of the college for feedback and suggestions.

Institutional Values and Best Practices

Our college is a teacher -training college. Teachers are the backbone of the country. A teacher should have the ability to inculcate the highest values. A teacher should be aware of social responsibility. Thus, the college continuously strives to inculcate values ??and social responsibility in the teacher -trainees. Our college is committed to inculcate personal, social, national and universal values ??and the duties and responsibilities of a citizen of a country with a democratic socialist social structure. The college is trying to make ideal citizens of the country through curriculum, co- curricular activities and nurturing environment of the college. For institute values ??and social responsibilities, the college has made following efforts in five years.

1. Due to the spacious campus of the college, there are internal roads to go from one building to another in the area. The college has a hostel for minority girls. Solar energy has been arranged in all internal roads and girls' hostel. This alternative energy has been utilized by the college. The college has a policy to focus more on alternative energy and use of LED in future.
2. For solid waste management, the waste is disposed of in the college by classifying it into dry waste and wet waste. The leaves and grass of the area are collected in pits and its compost is prepared. The process of management is completed through the government's inventory process. Water management and conservation is done through rain water harvesting, tanks, reduced wastage. The 3.5 acre campus and various buildings of the college are regularly cleaned. By creating awareness about this, a conducive environment for study and teaching is created. Various plants and birds are nurtured in the area. Various activities like health day, cleanliness day, social work workshop, snake exhibition are organized to inculcate environmental values ??in the trainees. Clean and beautiful Students are urged to stay in the premises.
3. College is at prime location of Panvel. It is in a convenient place for everyone in terms of travel. The college addresses challenges by utilizing the local environment, local knowledge and resources, and uses community practice. It benefits stakeholders by coordinating with local experts, NGOs, Panvel Municipal Corporation, Public Works Department, various schools and colleges and government agencies.
4. The College has framed a Code of Conduct for the trainees. It is given on the college website. For this the trainee is instructed. Mumbai University Code of Conduct for Teaching Staff. Maharashtra civil service rules 1997 are applicable for administrators, staff and non- stitching staff. A Code of Conduct Control Committee is functioning in the college. Professional ethics programs are conducted in the college.

Research and Outreach Activities

GCEP aims at providing opportunities to students to come out with new ideas Our faculty publish books and research articles in ISSN/ISBN UGC Listed journals.

To facilitate more research, the Research Cell under IQAC initiative organised Conferences, Seminars and FDPs. MSERT taken responsibility of research and Inservice training programme of secondary teachers in Maharashtra. For that every Govt. teacher training institute in each district is selected to implement extension services. Ours is the only Govt. B.Ed. College in Raigad District where Extension department is working with its full strength. Our college is upgraded as C.T.E. (College for teacher Education).

. Every year our college has published research magazine BEACON - of Teacher Education' from 2012 onwards. We apply for ISSN no. and we got ISSN 2319-9962 for our research magazine. Now we make it peer reviewed journal. Every year our college invites research articles from researchers, teachers, professors and teacher educators. In our college we have research centre so, our research journal provides Dias to our M.Phil. and Ph.D. students for publishing research articles.

GCEP has been recognized for its innovative outreach activities. 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 etc. Internships and fieldtrips are encouraged to strengthen experiential learning. The college is upholding ambience via establishing the MoUs, linkages and collaborations with Academic institutes, Schools and NGOs for different types of activities.

Through the teaching learning process outreach activities are fostered through orientation sessions, expert talks, and extension activities on Swachha Abhiyan, Awareness programmes for various diseases, Physical and Mental health programmes, Gender sensitisation. The institution has augmented its collaborations and linkages with various organisations and institutions in its endeavour to provide students with varied experiences, interactions with experts, updated knowledge and skills through workshops, seminars, expert talk sessions, internship, outreach activities, awareness programmes and cultural events.

These have helped in expanding the horizons of learning for students and faculty members.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE OF EDUCATION
Address	Near Mumbai - Pune Highway, ST Bus Stand
City	Panvel
State	Maharashtra
Pin	410206
Website	https://panvelbedcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Raamaa A. Bhoslay	022-27453000	8380096116	022-27453000	govt_bedcollege@rediffmail.com
IQAC / CIQA coordinator	Bijali S. Dadape	022-	9763386705	022-27453000	bijalidadape@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	10-06-1996	View Document
12B of UGC	10-06-1996	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	50	We got permanent approval

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near Mumbai - Pune Highway, ST Bus Stand	Urban	3.4	15054

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graduation	Hindi,English + Maithili	50	49
PG	MEd,Education	24	Postgraduation	English + Marathi	50	23
Doctoral (Ph.D)	PhD or DPhil, Education	36	Postgraduation	English + Marathi	0	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				4				4			
Recruited	1	2	0	3	0	2	0	2	0	0	0	0
Yet to Recruit	1				2				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	5	2	0	7
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	0	1	0	0	1	0	5
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	19	0	0	0	19
	Female	30	1	0	0	31
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	15	0	0	0	15
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	0	0	0	6
	Female	19	0	0	0	19
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	3	2
	Female	0	4	1	3
	Others	0	0	0	0
ST	Male	16	14	11	10
	Female	9	14	10	14
	Others	0	0	0	0
OBC	Male	1	1	4	0
	Female	5	0	1	4
	Others	0	0	0	0
General	Male	2	1	8	2
	Female	4	14	3	14
	Others	0	0	0	0
Others	Male	0	1	1	0
	Female	1	0	1	0
	Others	0	0	0	0
Total		38	49	43	49

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The Government College of Education in Panvel has taken significant steps to enhance its institutional preparedness for the National Education Policy (NEP). Recognizing the importance of a multidisciplinary and interdisciplinary approach, the college has introduced several initiatives to foster cross-disciplinary collaboration among faculty members and students. The college has established a dedicated research and development wing that 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 the</p>
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	<p>NEP effectively. To further 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. Additionally, the college has established partnerships with other institutions and organizations to facilitate exchange programs, 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 a well-rounded education. Overall, the Government College of Education in Panvel has embraced the spirit of the NEP by fostering a multidisciplinary and interdisciplinary environment that promotes innovative teaching and research, ultimately preparing its students to excel in the evolving educational landscape.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Government College of Education in Panvel has implemented the Academic Bank of Credits (ABC) system, a key component of the National Education Policy (NEP), to enhance its educational framework. The ABC system provides a flexible and student-centric approach to 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 the Academic Bank of Credits, which can be utilized for lateral entry into different programs or transferred to other institutions for further studies. The ABC system encourages students to explore diverse academic disciplines, promoting interdisciplinary learning and enabling them to personalize their education based on their interests and career aspirations. It also facilitates 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 in Panvel not only aligns with the NEP's vision of a flexible and learner-centric education system but also empowers its</p>

	students with greater academic autonomy and opportunities for interdisciplinary growth.
3. Skill development:	<p>The Government College of Education in Panvel recognizes the significance of skill development in preparing students for the dynamic workforce of the future. As part of its commitment to the National Education Policy (NEP), the college has implemented robust skill development programs to equip students with the necessary competencies to excel in their chosen professions. 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, critical thinking, problem-solving, digital literacy, leadership, and entrepreneurship. By integrating skill development into the curriculum, the college ensures that students not only acquire subject knowledge but also develop practical skills that are highly valued in the job market. Furthermore, the college collaborates with industry partners to provide students with opportunities for internships, apprenticeships, and hands-on training. These industry engagements enable students to gain real-world experience, understand industry requirements, and develop industry-relevant skills. The Government College of Education in Panvel also emphasizes continuous professional development for its faculty members. The college organizes workshops, seminars, and training programs to enhance the teaching skills of its faculty, keeping them updated with the latest pedagogical practices and technologies. By prioritizing skill development, the Government College of Education in Panvel ensures that its 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.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The Government College of Education in Panvel has made significant strides in the appropriate integration of the 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 integration into the educational framework. The college offers courses that are taught in Indian languages, giving students the opportunity</p>

to learn and excel in their mother tongue or regional language. This approach not only facilitates 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 leverages online courses and digital platforms. 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 in 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 its diverse traditions among students.

5. Focus on Outcome based education (OBE):

The Government College of Education in Panvel places a strong emphasis on Outcome-Based Education (OBE) as a key component of its educational framework. With a commitment to the principles outlined in the National Education Policy (NEP), 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 course. These outcomes are aligned with industry requirements and societal needs, ensuring that students are equipped with the relevant knowledge and skills demanded by the job market. To achieve these outcomes, the college employs learner-centered teaching methodologies that encourage 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 students'

	<p>progress and their ability to meet the desired learning outcomes. Furthermore, the college regularly reviews and updates its curriculum to align with the evolving needs of industries and professions. This ensures that the educational programs remain relevant and responsive to the changing demands of the workforce. By focusing on Outcome-Based Education, the Government College of Education in 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 quality education and its dedication to producing competent and industry-ready graduates.</p>
<p>6. Distance education/online education:</p>	<p>The Government College of Education in 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 its 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 in Panvel promotes inclusivity and widens 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 National Education Policy and ensures that quality education is available to all.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The College of Government College of Education in Panvel has taken a significant step towards promoting electoral literacy by establishing an Electoral Literacy Club (ELC) within its premises. This institutional initiative aims to enhance awareness and understanding of the electoral process among the college community and the wider public. The ELC organizes various activities such as workshops, seminars, and interactive sessions to educate students and faculty members about the significance of elections, voting rights, and democratic values. The club also collaborates with local election authorities and invites guest speakers, including politicians and election experts, to share their knowledge and experiences. By actively engaging with students and creating a platform for dialogue, the College of Government College of Education is fostering a culture of informed citizenship and empowering future leaders with the necessary knowledge and skills to make informed decisions during elections.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The College of Government College of Education in Panvel demonstrates its commitment to electoral literacy by appointing students' coordinators and coordinating faculty members for the Electoral Literacy Clubs (ELCs). These individuals play a crucial role in overseeing the functioning of the ELCs and ensuring their effectiveness. The students' coordinators, chosen through a selection process, act as representatives of the student body and work closely with the coordinating faculty members to plan and execute various initiatives. Together, they strive to create an engaging and informative environment within the ELCs. Moreover, the ELCs in the College of Government College of Education are designed to be representative in character. They aim to include students from diverse backgrounds and disciplines, ensuring that a wide range of perspectives is represented. By fostering inclusivity and diversity, the ELCs encourage meaningful discussions and exchanges of ideas related to electoral processes and democratic values. Overall, through the appointment of coordinators and coordinating faculty members and by promoting representative character, the College of Government College of Education in</p>

	Panvel ensures the functionality and inclusivity of its Electoral Literacy Clubs.
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Clubs (ELCs) of the College of Government College of Education in Panvel have undertaken various innovative programs and initiatives to promote electoral literacy and engagement. These initiatives include voluntary contributions by students in electoral processes, such as actively participating in voter registration drives for both themselves and the communities they come from. The ELCs also extend their support to the district election administration by assisting in the smooth conduct of polls, ensuring transparency and efficiency. Moreover, the ELCs organize voter awareness campaigns, spreading information about the importance of voting and democratic values among the wider public. They specifically focus on promoting ethical voting practices, emphasizing the significance of casting votes responsibly and without any influence. The ELCs go a step further in enhancing participation from underprivileged sections of society. They actively work towards including marginalized communities, such as transgender individuals, commercial sex workers, disabled persons, and senior citizens, in the electoral process. Through targeted outreach efforts, the ELCs aim to provide these groups with the necessary knowledge, resources, and support to exercise their voting rights effectively. Through these innovative programs and initiatives, the ELCs of the College of Government College of Education in Panvel play a vital role in fostering inclusive and informed citizenship, ensuring that every individual, regardless of their background, can actively participate in the democratic process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Clubs (ELCs) of the College of Government College of Education in Panvel have undertaken various innovative programs and initiatives to promote electoral literacy and engagement. These initiatives include voluntary contributions by students in electoral processes, such as actively participating in voter registration drives for both themselves and the communities they come from. The ELCs also extend their support to the district election administration by assisting in the smooth conduct of polls, ensuring transparency and efficiency. Moreover, the ELCs organize voter</p>

	<p>awareness campaigns, spreading information about the importance of voting and democratic values among the wider public. They specifically focus on promoting ethical voting practices, emphasizing the significance of casting votes responsibly and without any influence. The ELCs go a step further in enhancing participation from underprivileged sections of society. They actively work towards including marginalized communities, such as transgender individuals, commercial sex workers, disabled persons, and senior citizens, in the electoral process. Through targeted outreach efforts, the ELCs aim to provide these groups with the necessary knowledge, resources, and support to exercise their voting rights effectively. Through these innovative programs and initiatives, the ELCs of the College of Government College of Education in Panvel play a vital role in fostering inclusive and informed citizenship, ensuring that every individual, regardless of their background, can actively participate in the democratic process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Efforts to enroll eligible students as voters in the electoral roll are a priority for the Electoral Literacy Clubs (ELCs) and the College of Government College of Education in Panvel. Recognizing the importance of active participation in the electoral process, the college endeavors to institutionalize mechanisms to register students above 18 years as voters. To determine the extent of students who are yet to be enrolled, the ELCs conduct surveys and data collection exercises. These efforts help identify eligible students who have not yet registered as voters. Based on this information, targeted campaigns and awareness drives are organized by the ELCs to encourage students to enroll in the electoral roll. The college itself plays an instrumental role in facilitating the registration process. It collaborates with local election authorities to streamline voter registration procedures, ensuring ease of access for eligible students. The college's administration actively supports and promotes voter registration initiatives, urging students to exercise their democratic rights. By combining the efforts of the ELCs and the college administration, there is a concerted push to maximize voter enrollment among students. Through systematic data collection, awareness campaigns, and collaboration with election authorities, the College of</p>

Government College of Education in Panvel is committed to ensuring that all eligible students are registered as voters, thereby fostering a culture of active civic participation.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
92	88	88	87	56
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

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

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	39	48	40	15
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	39	48	40	15
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	100	101	94	65
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

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

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

2.2

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

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

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
895457	392411	478617	711462	428431

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

3.2

Number of Computers in the institution for academic purposes..

Response: 30

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

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

Being an affiliated college in Mumbai University B.Ed. course in Government College of education, Panvel is designed by Mumbai University according to NCTE norms. For the effective implementation of the curriculum, the broad vision, mission and goals are kept in mind.

At the Beginning of every academic year, faculty meetings are held and also before the starting of new semester. Based on the guidelines and the deliberation of IQAC , CDC and faculty discussions Institutional academic calendar is prepared. Each faculty plans for workshops ,seminars, course activities, internship activities, examinations, assignments, activities under the various Kul and Mandal, community work ,social service camp etc The Institution has a rich tradition of inviting external experts to enrich our students and also expanding their learning experience .Our students are inspired to participate in different curricular and co -curricular activities, like debate, poster presentations, elocation, reading and reflecting on text ,ICT presentations ,understanding the self ,literary activities etc All these activities ,events along with our year plan are uploaded on our GCEP website.

B.Ed. Course orientation is provided to each B.Ed. class at the beginning of every year and also in the starting of every semester. In this manner our students are aware of program outcomes and course outcomes also. Being a teacher Institution, our faculty arranges workshop on Code of Conduct .So they are aware of the responsibilities of a student a citizen and of a teacher. Daily Morning Prayer and Paripath is also held for the all over personality development of our students.

The feedback Is taken from our students at the end of every year. It guides each of us, institution an opportunity for improving and enriching us.

Being an affiliated college of Mumbai University we get less opportunity to revising the curriculum but our one of faculty member is BOS member. So we get suggestions and convey our feedback through her.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: D. Any 2 of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

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

Response: 87.5

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

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

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

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

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

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

Response: 0

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

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

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

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

Response: 0

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

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

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

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

Response:

I. To give understanding of the field of teacher education, the Institution make lots of planned efforts. In the very beginning of course induction and orientation program is held for our students and course objectives, theoretical courses along with pedagogy courses are introduced. Social Service Camp, Swachhata Abhiyan are also held

for our students, for their social awareness. Various workshops, like Code of Conduct Workshop, Preparing Teaching Aids Workshop, Micro Teaching Workshop, Lesson guidance Workshop, are planned for our students for their fundamental understanding of the field of Teacher Education.

II. Proper implementation of B.Ed. Curriculum developed by Mumbai University, our Institution impart procedural knowledge that creates teachers for different levels of school education. The students opt two pedagogy courses and through it they get theoretical and practical knowledge about teaching skills, principles of teaching, values, life skills and core elements. Through the courses, "Growth and Development of a Child", "Learning and teaching" students are aware of psychological foundation of teaching profession. 'Developing Teaching Aids' workshop 'Micro Teaching' workshop are useful for students for their skill development. Through the activities organised by Women's Development Committee of the Institution, human values, gender equality and women's empowerment are consciously sought among students.

III. B.Ed curriculum of this university give opportunity to the students for implementing their theoretical knowledge through the courses 'Learning and teaching', 'Reading and Reflecting on Texts,' 'Critical Understanding of ICT' through project work of internship, students prepare and use teaching aids, apply ICT skills, prepare blue print, a test and execute it. Through Ability Course 'Reading and Reflecting on Texts' students enhance their reading and writing skill and discuss, reflect on it.

IV. The institution emphasizes on developing various skills among students. The transaction of courses at the Institute, like Audit Course, Core Courses, Pedagogy Courses and Project Work have strong focus on developing the skills among students.

For developing emotional intelligence among students Audit Course "UnderstandingThe Self" focuses for Exploring the self, Evolving self, Emerging self and Caring self.

With the help of ability course Critical "Understanding of ICT" students not only get aware of ICT skills, for Teaching and Research, but they apply these skills for their professional perfection.

While practice teaching students apply remedial teaching through Action Research. Core Course Learning and Teaching is useful to develop critical thinking, reflective and creative thinking as well as problem solving among students.

Daily Paripath, prayer (Morning Assembly), sports, activity, social service camp and social survey etc. these activities are very useful to develop communication skills and collaboration to others among students.

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

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

Response:

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

Our Institute go through school engagement program, internship 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 board boards in India. As evaluation is important part of lopart of teaching profession, our students prepare a blueprint and a test in the school subject obtained for

Our students familiarize of diversities in school system and also in society through the theoretical subjects like Contemporary India and Education, Language Across Curriculum .Here are some topics on diversities

Language across curriculum-

- Multilingualism and its implications in the Indian classroom.
- Developing sic linguistics awareness in the Indian classroom.
- Critiquing state policies on language and education.

Contemporary India and Education-

- Understanding and addressing diversity in Indian society
- Constitutional V0pppp0alues and Stratification Marginalisation and Diversity
- Policies and role of education.
- Education commission and recommendations.

Our students perform Street plays for addressing diversities in Indian society.

In the course- Assignment for Learning ,students Prepare a Blueprint and a Test in the school subject opted for. Also Study and Compare the Implementation of CCA of different school Boards.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

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

Response:

Students derive professionally relevant understandings and consolidate these in their professional acumen from wide range of curricular experiences provided during teacher Education Programmes.

Students derive professionally relevant understandings and consolidate these into their professional acumen while implementing Semester wise curriculum in very planned and sequential manner. For this we plan our year plan according to guidelines of Mumbai University, and our needs. In first semester, we introduce the students

Morning Assembly, Daily Paripath. Also co - curricular activities are planned by students, according to given subject to them.

It has cultural , cognitive, social aspects. The Students give presentations , seminars, ,arrange street plays for therotical subjects like Gender, School and society.

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 get ready to make time table for school activites, 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. Various Co-curricular activities are also arranged by students under the guidance of teacher educator . 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. Students develop learning resources and use it for their practice teaching. In this semester students also

arrange social Services Activities in school. Students prepare a reflective report on these Sports Activities are arranged for students. In this event Kho-Kho, Kabbaddi, Carram, Hollyball, Cricket, Chess, Marathon, Running are included. Both the boys and girls students participate very enthusiasm in role of a Punch, a Sportsman and also Organiser.

In this manner, our students derive professionally relevant understandings and consolidate these into their professional development.

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

1.4 Feedback System

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

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

Response: D. Any 2 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 190

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

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

Response: 130.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	32	34	32	32

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

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

Response: 0.42

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

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

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

2.2 Honoring Student Diversity

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

Response:

Response:-

Assessment of the learning levels of admitted students is an integral part of the post-admission process. Our college is Located in urban Mumbai as well as rural areas. B.Ed. admission is completed by the Maharashtra Centralised Admission process. Students are from different strata - economic, social, faculty, and level of education and most of the students belong to SC/ST category as well as differently abled students are admitted. B.Ed. admission process counselling is done by committee members. College admission For a smooth admission process college created a WhatsApp group. The latest information regarding college facilities is uploaded on the college website.

Although admissions are on merit, the college carries out a separate assessment to understand the student's skills and abilities at the entry-level.

The institution has made the following provision at the entry-level:

* Face-to-face interview with the Principal & staff members as well as Google test form consisting of details on qualifications, experience, hobbies, strengths, weaknesses, opportunities, challenges, socio-economic status etc. Google test form and personal interview is part of identifying the learner's strengths and weaknesses.

* Induction programme begins with an assembly wherein the seniors conduct a prayer activity followed by a warm welcome to the freshers gathered. Interaction of the Principal and faculty with students. Self-

introduction, orientation about college and departments. Physical Activities, Literary activities, Syllabus Orientation etc, are done at the entry-level. Orientation of code of conduct organized at entry level only.

* Kul & Mandal activities are created like a Study circle; students are divided into groups and are assigned a teacher in charge. Each activity is specified with objectives. Students clear their doubts, get additional guidance from the in-charge teacher, and complete all their work by collaborating with their group members. The skills of the students are identified and strength, weakness, and opportunity analysis is done at the individual level.

*. A series of talent search programmes in various fields I. e. sports, arts, elocution, dramas etc are organized every year to discover the students' hidden talents and potentialities.

* Being a Teacher Education College- We encourage cooperative and collaborative learning as well as peer learning for the mutual benefit of each students. Academic support is given to appear for quality competitive exams such as TET, CTET, NET, and PET.

* Microbenefit teaching is the main focus before going to school for the students during which the Teacher-educator observe their teaching skills observe their weakness and suggest them for improvement. Continuous feedback mechanism adopted by Teacher educator.

* Annual Magazine called 'Vidyanidhi' is published by the publication team consisting of teachers and student teachers. The 'Vidyanidhi' is a compilation of all the activities, events and achievements of students, teachers and changes in the administrative section during the academic year.

* We organise PTA in which we welcome the parents and request them to motivate the students and share their experience regarding the college. We provided feedback forms to the parents for their valuable suggestions.

* Thus, all our mentors provide continuous support to our students. Microteaching

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: B. Any 4 of the above

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

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

Response: Whenever need arises due to student diversity

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 15:1

2.2.4.1 Number of mentors in the Institution

Response: 6

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

2.3 Teaching- Learning Process

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

Response:

Response:

Practicum part of the B.Ed syllabus gives opportunity to the students to apply their skills during a real teaching time process. It allows the students to apply various teaching methods. GCEP fosters a student-centric learning environment evolving from the conventional lecture method to experiential learning. Experiences through innovative and creative learning practices and stated in CLOs (Course Learning Outcomes).

1 Experimental Learning

When various educational concepts inculcated both in theory and practicals are introduced in class, students are required to construct meaningful learning. Classroom transaction involves discussion, collaborative learning, problem-solving, peer-assisted learning, concept mapping, theme-based activities, assignment, seminar presentation, projects, action research etc Participation in various competitions expose them to the real world and allows them to demonstrate their skills enhancing capacity building.

2. Participative Learning

KUL activities, community work, cultural activities like Street Play and Dramatization group work etc are participative learning activities implemented to teach various concepts. Drama and Art occupy a significant and integral part of the college's teaching and learning process. The college's in-house events like the green - plantation, Swachh Bharat, community work, and celebration of National Days allow students to develop social spirit, patriotic fervour, and an aesthetic sense of social responsibility and welfare thereby adding to the national feeling.

3. Problem-solving Methodology

Action research demonstrates to the students how a classroom problem could be resolved individually by using scientific way. Action research allows the students to practically observe the students of their class and resolve their problems through stimulated and planned ways which are followed by remedial steps. Students develop observation skills, planning, critical thinking and how to resolve a problem positively.

4. Brainstorming: Brainstorming is done through Round Robin and Think pair share which helps in stimulating varied instructional approaches to the students. A concept map is created as a result of brainstorming. Inquiry-based & Concept Attainment Models are used during the teaching-learning process to develop a brainstorming approach to learning concepts.

5. Focused group discussion: Group discussion, Lectures cum discussion methods are also used as one of the teaching-learning methodologies. Project-based learning & Cooperative learning which are conducted through various activities such as Think Pair Share. This method was adopted to encourage the students to discuss the subject matter. After giving lectures teachers encourage the student to participate in group discussion. Teachers supervise them and guide them to make the discussion fruitful.

6. Online mode: Google classrooms, LMS, E-learning and Digital Learning platforms to deliver the course content effectively. Conducting online classes through Zoom, and Google Meet, Use of different tools, Use of WhatsApp groups, sharing e-resources with students, and sharing different links with students all these

efforts are made by teachers to enhance the learning of the students. The teachers give assignments and share e-resources through Google Class. The faculty members use Google Forms for online quizzes. An online content test is conducted. Online assessment, submission of assignments, lesson guidance.

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

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

Response: 87.88

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

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

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

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

Response: 51.09

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

Response: 47

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

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

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

Response: A. Any 4 or more of the above

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

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

Response:

Response:

GCEP has a strong continual student mentoring system. Mentor-mentee groups who contribute to and support students' professional development. Experienced teacher guides further give information about the full courses and steps on how to proceed further. Even mentors give special guidance to the students who feel further need of clearing their doubts. (GCEP) have Kul&Mandal activities created like a Study circle, students are divided into groups and are assigned a teacher in charge (Mentor).

Tackle student diversity:

Equity and equality are the core values with special attention and support to complete the program. Students are divided into further groups and assigned one mentor for each group so that the teacher comes to know the competencies and skills of every student. Groups are named Kul's, and Mandal's. For each Kul and Mandal students are categorized according to their method for the best guidance and improvement in their future. Mentor and mentee groups are formed. Besides these students are again grouped as per their method, guidance group and tutorial group. A wide range of activities academic and non-academic are conducted thus helping in developing teamwork and collaborative learning skills.

Teamwork:

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

Self-Conduct:

Students are made aware of the vision, mission, code of conduct, and professional ethics and exposed to the qualities such as team- spirit, body language, cooperative management, self-discipline, establishing good relations with others etc. Mentoring ensures the academic development and personality development of the mentees.

Balancing work and stress: Sessions by experts on wellness, life skills, yoga and meditation provide students with insights to develop positive attributes and acquire strategies to balance their home and work-related stress. Mentors help students prepare for Co-curricular activities, participation in the quiz, and inter-intra collegiate events. Mentors ensure constant communication with the students through WhatsApp, email, mobile and online platforms made available by the LMS during the Covid-imposed lockdown to boost the morale of the students and help them find ways to deal with their problems. Mentors seek help with specific issues of the mentees.

Keeping themselves Abreast:

Awareness programmes are organized during the formative period. All four semesters are monitored by the concerned mentors and in-charge subject teachers with the learning experience, expressed in their portfolio project for professional growth. Mentors identify students' strengths and weaknesses by interacting regularly, which helps mentors to motivate and encourage them.

Methodology:

All methodology lecturers continuously monitor the progress of students based on their abilities and skills, and help them in matters related to teaching, presenting seminars and writing assignments. Special class on understanding self is taken by teacher educator to regulate oneself and maintain the physical, and emotional strength in themselves.

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

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

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

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

Response:

Response:

GCEP in pursuit of its vision and mission conducts various activities through the teaching-learning process to nurture creativity, and intellectual and thinking skills among students. The institution provides several opportunities for students through a wide range of activities to develop their thinking skills, abilities, competencies, and pedagogical practices towards their professional, pedagogical and personality enhancement and to make them humane, self-reliant teachers. The practices that the institution follows towards this objective are: the 3 H's (Head, Hand and Heart)

- Innovative teaching practice is an important aspect of the teaching program. student teachers practice different innovative models and approach with emphasis on primary elementary and secondary levels of teaching processes.

1. Head: -

Students are motivated to use their critical and analytical thinking to plan the lesson which will suit better according to the class and age of the students. GCEP focus on the stimulus and response methodology so

that student apply their mind. Students are advised to prepare a lesson plan which strikes the thinking of the students. Students get the opportunity to plan and implement lessons to promote their creative thinking. GCEP provide opportunities to the student teachers to equip them with the skills and competencies to be resourceful and innovative through Workshop on innovative teaching aids, creating learning resources to be provided to schools, and Remedial teaching activities in practice teaching schools. The holistic development of the student teacher is a main goal of the institution which strives to fulfil through a wide range of academic and non-academic activities that are conducted through Kul&Mandal activities.

2) Hand:

GCEP focus on the shaping of the teacher who prepares their lesson plan which should be child-centred means the child learns by doing things. We focus on activity-oriented, skill-based, practically sound human development. It means the students should be fully involved in the class and they learn the things for their lifetime. GCEP organize workshops such as preparation of teaching aids, and warli painting for their interactive participation. Students create teaching learning materials related to their teaching methods under the guidance of their respective subject teachers.

3. Heart

We develop the teacher's personality in such a manner that he will be emotionally sound and sensitive. GCEP focus on shaping teachers who are dedicated by heart to teaching. The teacher should be kind-hearted and helpful so that their students imbibe good qualities from them by looking at them. The Practical course of "Understanding the Self" in the B.Ed. courses provide teachers with an opportunity to develop sensibilities, skills and dispositions that will later help them in the personal growth of their students while they teach. We guide our students that how we have to bring positive change in society. For that, our students visited such places as old age homes and special schools. Continued mentoring and guidance by the teachers help their attitude towards social conflict is very kind and sensible. Student teachers come out of their shy attitude and groom themselves to be confident.

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

2.4 Competency and Skill Development

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

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

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

Response: B. Any 6 or 7 of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

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

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

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations

- 3.Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
4.Classroom teaching learning situations along with teacher and peer feedback

Response: C. Any 2 of the above

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

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: C. Any 3 of the above

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

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

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

Response: B. Any 4 of the above

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

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

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

Response: B. Any 3 of the above

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Response:

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. We prepare our students to teach in a real class environment effectively.

We choose the school as per the convenience of the students and we allocate one Teacher- educator for every group so that he observes their teaching and ethics in the school. Teacher-educator gives them remarks wherever they feel that student needs improvement which helps the students to manage the class.

As per the university's two years syllabus Internship is coming under a project-based course which has been distributed in 19 weeks. GCEP has a well-planned and monitored Internship programme. Every year students complete their internship in the partner schools. The internship dates are decided as per the University schedule and the institutional academic calendar. Student teachers are sent to government, semi-government, rural and urban schools, especially in the SSC board so there is a variety of exposure for the students to face the challenges of being teachers in different areas in the future.

Continuous communication with the school principal & teachers communication is shared regarding dates, classes and the ratio of student teachers' criteria for evaluation observations from secondary to Higher secondary levels principals of the school are requested to make provision for the student teachers to allow in the class and request the teachers to help them to learn different techniques, strategies and approaches who also identify and observe their best practices.

Pre-Orientation to students before going for internship:

The students are provided with detailed pre-orientation regarding the internship period and the activities to be conducted. Students are placed in groups and allotted to a school. Group leaders are selected for the smooth conduct of the internship programme. They are provided with stationary material required during the internship. The students prepare the daily internship timetable based on the school schedule. Before the student teacher go for an internship, they are oriented and strictly instructed regarding the code of conduct.

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 of unit tests etc.

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

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

Response: 4.9

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

Response: 10

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

2.4.10 Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**

- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: B. Any 6 or 7 of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Response:

Mentoring system in GCEP for internship of both year students for first year Teacher : Students ratio is 1:9 and second year 1:8 respectively that mean mentor: students ratio is about 1:17. In Internship total 5 groups are in Internship schools for lesson observation and internship activity mentor ratio is 1:10. for internship we divide students equally in each group. Every group has a mentor teacher to supervise day to day activities of the students. Group leader are selected for every schools. Group leaders take Year plan of the schools, inform schools about their possible lesson dates and prepares the lesson time table of school accordance with the time table of the school. The practice teaching time tables are prepared with the consent of school principal or supervisor. Units are given by the subject teachers of schools. The lesson plans are approved by the guiding teacher educators. This procedure itself reflects that our internship programme is well planned and student centric. Student teacher follows participatory learning.

• 1. Preparatory phase and teaching:

- During admissions the principal meets the enrolled students personally to observe their attitudes and dedication towards the teaching profession a pathway is laid during the induction program to induce the teacher behaviour components .Everyday assembly is a platform for reading and reflecting on teacher's role and responsibilities to inculcate fundamentals of this career towards the society, these initiatives are a deliberate effort to align them into this profession.

• Teacher educator

They assist a student teacher in planning period, plans and assessment tools and the content developed demonstration lessons by the teacher Educators is modelled. School phase and teaching phase.

Principals' active part: - They monitored discipline substitution of institution and classes allotted. Testing on completion of projects and dynamics of the student teacher trainees.

Role of school teachers:- as the intensive phase draws near the institution plans ahead for allotting schools to the student teachers. The students approach their respective master teachers as instructed by the school principals. The master teachers assigned the lesson to be taught for the month imaged by the government. The division of the workload into periods, number of classes to be allotted for specific activities, that could encourage active participation, conducting unit and unit test is monitoring the test items to be included in the test papers as well as the content knowledge.

Reflective and improvement phase:- The reflection from the school teachers are interpreted it to review the gaps to adopt new strategies suitable to school as per their requirement. Master teachers recommend our candidates for various posts vacant in their respective schools. Every student teacher assessed their own growth from semester one to four through a reflective analysis and improve upon themselves with, what people assessment process for their peer and on the reflection journal and portfolios processor and some monitor and credit based on their self-worth.

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

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

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

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

Response: B. Any 4 of the above

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

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

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

Response: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

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

Response: 100

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

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years**Response:** 90.91**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 6

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

2.5.3 Average teaching experience of full time teachers for the last completed academic year.**Response:** 0.83**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 5

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

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

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

Response:**Response:**

At GCEP faculty are always encouraged toward efforts to keep themselves professionally

updated. The teachers attend orientation, refresher, short-term courses, and faculty development programmes. The faculty are in different stages of their doctoral studies with some of the faculty having completed their Ph.D. degree and some pursuing their doctoral studies. Four of the faculty are PhD research guides with the University of Mumbai. The teachers also guide the B.Ed. and M.Ed. students in their research projects and dissertation works that are part of the curriculum for each programme. They are

part of several educational bodies and committees at the University level such as the Board of Studies, Curriculum drafting committee, exam paper setting, examiners, moderators etc. The teachers organize and participate in international and national seminars and workshops related to issues and trends in education such as NEP 2020 Perspective, International Conference on Sustainable Practices in Higher Education, and Innovative Practices in Higher Education. The teachers are resource persons, speakers, and chairpersons for various sessions. The teachers have research publications.

They have presented papers in national and international seminars. and conferences. The

teachers have publications in peer-reviewed national, on a variety of topics, and seminar proceedings, and are involved with the publication of the college Peer reviewed journal BEACON. They organise and contribute towards helping the community through various outreach programmes. Teachers keep themselves professionally updated by attending online courses. During the pandemic to provide effective learning experiences all the faculty participated in online courses to familiarize themselves with digital tools and

resources such as google classroom, google meet, zoom meet, google forms, google sheets and other resources.

Teachers also conduct faculty enrichment sessions through which they share their knowledge with their colleagues and stay updated collaboratively.

Faculty development programmes towards wellness, yoga, use of technology are conducted for their welfare.

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

2.6 Evaluation Process

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

Response:

The mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write a description within 200 words. Internal Assessment activities of Theory component - Part - A (Core Courses, Elective Courses and Interdisciplinary Courses consist of 40 marks.) The practical component of Part B Project Based Course: * Semester Wise detail documentation of the activities carried out under the Project Based Course.

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

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 throughout the year. In the internal assessment, we compile an essay, and class test of Mumbai University within time according to the academic calendar. We uploaded the internal marks of the second year sem IV on the Mumbai university portal dated 24/04/2021 of 50 students.

d) Semester 4 - Project Based Course 4 ---- 150 Marks *

Ability Courses 100 Marks: Two courses 50 Marks each (Detailed documentation of the courses) a) Semester 1 - Critical Understanding of ICT. b) Semester 4 - Reading and Reflecting on Texts. * Anyone Audit Course (Understanding the Self, Drama and Art in Education) will be opted by a student in semester 1 and certified in Semester 4 by the head of the institution.

In the Institution as per the university syllabus, there are two semesters in a year. Assignments, Class tests, and Essay Writing are organized as per the guidelines of the university and attendance is maintained as per the rules of the university. For lessons, marks are communicated to the students and oral feedback is given on that. For essay writing preparatory questions are given in advance and one question is selected for the final essay writing. Written papers show to the students and discussion is held feedback on assignments. Guidance is given and feedback is also given on their writing. Counselling is done to the weaker students. ICT is also used for evaluation internal assessment is computerized. Internal results are prepared feedback is provided to the students for the betterment of the results, and submitted to the examination department. As the marking system is decided by the university we can not make changes in that. As marking scheme is given as 60:40 by the university. Assignments are given for each paper and each semester. The teacher guides the students on how to write assignments. We provide printed assignment booklets to the students. We give question banks to the students for practice. It helps students for preparation from an exam point of view. We have a certain group of students for internships and extracurricular activities. The teacher observes and evaluates every activity of the student. Feedback is given immediately after observation of practice lessons. We encourage students to write overall reports of every activity in which they have participated. For preparation of external exam university question papers are solved. We implement a discussion method in the classroom, encouraging students to express their views on certain topics. For some theory papers presentation of assignments is compulsory. For that teachers guide students to prepare PowerPoint presentations. All these reforms are reflected in our results that's why our results are the best consistently.

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

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

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

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Mechanism to deal with internal examination-related grievances is transparent, time-bound and efficient

Our Internal examination is transparent time bound and efficient. In our college, there are no grievances. As we display the timetable of the internal examination before starting the first semester. Our college implements the evaluation process by taking self-evaluation, peer evaluation and teacher evaluation. Our college sends the internal marks within time to Mumbai University using online mode. 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.

The principal sends the timetable of the examination to the Whatsapp group of Students. Examination duties are mandatory to all as well as we are displayed 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 distributes 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. The seating arrangement is displayed on a movable Board so that students know their seat number and block number. 15 minutes before the scheduled time of the examination, the students and junior supervisor are allowed to enter the examination hall. For vigilance, a separate junior supervisor is appointed.

The mechanism of redressal of examination-related grievances is as follows. The change in name of students, course, course code and seat number printed on the hall ticket and resolved in due time. If there is a correction/discrepancy in the question paper is solved immediately at the time of examination by the concerned professors. If there is any student who is unsatisfied and makes an objection to any paper, he/she can apply for a Photocopy of the answer sheet. Principal and Examination coordinators guide the students for revaluation if they failed in any semester. By mistake, if the examination in charge uploads the wrong marks of the Students, then it is solved By the principal immediately. The Principal and Examination coordinator verifies the grievances and initiates a redressal procedure immediately.

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

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

Response:

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 different academic as well as co-curricular activities to be implemented for one academic year. We Plan to celebrate days of national Importance, Birth anniversaries, Death anniversaries different festivals and programs suggested by the Educational Department from time to time. We also plan Social Service Workshops, Lesson Planning Workshops, Internal Examinations, and Essay Writing Execution of University Semester Exams. We Plan activities like Extension service, different club activities, Field visits, Internships etc. The academic calendar is published in our college's annual magazine, Vidyanidhi. External Examination timetables are given by the university. Our academic calendar helps us to save time. It helps our in-charge teachers with the preparation of various activities. Flexibility is a specific characteristic of our academic calendar. We avoid overlapping programmers only because of our academic calendar. All our in-charge teachers scheduled their programmers as per the academic calendar.

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 college is affiliated with the University of Mumbai and adheres to the curriculum designed and prescribed by the university.

? An academic calendar is a comprehensive plan of all the academic, co-curricular and extracurricular activities to be held in the academic year.

? On the first day of the academic year, the Principal addresses to the staff and conveys the blueprint for effective curriculum delivery.

? The principal organizes a meeting of faculty on the first day of the academic year to discuss the issues & distribute workload among the faculty.

? Time table plays a vital role in the execution of the teaching plan. The time table displayed on the notice board.

? Faculty members prepare semester-wise teaching plans, maintain Academic diaries and submit syllabus completion Reports to the principal through timely meetings.

? Faculty members make extensive use of ICT tools such as Google Classroom Google Meet and YouTube videos for a better understanding of the curriculum.

? The principal of the college addresses the newly admitted students through the induction programme to make them aware of various facilities, rules, regulations and examination patterns.

? The principal regularly conducts meetings with the examination coordinator to ensure the timely completion of CIE and examination-related activities.the students& the faculty must adhere & the faculty to adhere to the academic calendar for the effective implementation of CIE.

? Under the CIE, the internal examination coordinator prepares their schedule for internal assessment and adopts various evaluation methods such as unit tests, tutorials, home assignments, action research and student seminars.

? During COVID-19, pandemic, the institution conducted CIE by using various online platforms such as Google Forms and Google Classroom.

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

? The curriculum planning and delivery are well planned and well documented hence very effective in the academic result.

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

2.7 Student Performance and Learning Outcomes

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

Response:

Programme and course outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students.

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 behaviour 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 by given PLOs. Then they decide on their CLOs. CLOs always reflects PLOs. 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.

Understand basic concepts and ideas of educational theory through University Syllabus. Build understanding and perspective on the nature of the learner, diversity and learning. Comprehend the role of the systems of governance and structural-functional provisions that support school education. Develop an understanding of teaching, pedagogy, school management and community involvement. Build skills and abilities in communication, reflection, art, aesthetics, theatre, self-expression and ICT. Develop an understanding of education as an agenda for the nation-state and its policy visions and efforts in evolving a national system of education. Engage with the discourses on contemporary Indian society and education. Acquire conceptual tools for critical

Analysis and the experience of engaging with diverse communities. Engage with the discourses on contemporary Indian society and education. Acquire conceptual tools of critical analysis and the experience of engaging with diverse communities.

The course outcomes are measured through the syllabus, completion of the syllabus, and continuous evaluation (internal evaluation). The 75 percent of compulsory attendance to qualify for writing the examination of the courses is adhered to, to ensure students participate in the class. Attendance is also tied with marks. The continuous evaluation is done through tests, written assignments, presentation of papers, oral presentations, fieldwork and so on. The end semester examination of B.Edcourse is based on written examination the question paper of which is required to test the knowledge of the student from every unit prescribed for study. Attainment of the Programme-Specific Outcomes By giving feedback The

programme-specific outcomes are measured by taking the aggregate result of all courses in a given programme of an individual student.

In this way, the college follows (Direct method). The college also follows an informal mechanism (indirect method) it measures the attainment of the outcome.

• Indirect method attainment of program learning outcomes and course learning outcomes is also evaluated through the indirect method (an informal mechanism).

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 with 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.

All the above indirect methods of evaluation are used by colleges for measuring the attainment of outcomes.

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

2.7.2 Average pass percentage of students during the last five years

Response: 95.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	38	45	36	15

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

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

Response:

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 to learning. Seminars, tests, group discussions and assignments are the measurement tools used by colleges to evaluate student learning outcomes to overcome learning obstacles. For students, continuous evaluation for class tests, seminars and assignments is taken. To assess the performance of the faculty member feedback is collected from the students.

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

- To motivate the students to analyze their learning outcomes, professors implement the learning activities in their respective subjects.
- The Principal is discussed with professors about the students' result every year.
- For encouraging students our college displayed the names of successful students on a board.
- These students are felicitated by our alumni at the Teacher's Day function.
- To develop a round personality and organize various co-curricular and extracurricular activities for students.
- College felicitate our successful students by awarding them a prize.

Information about student learning is evaluated through both measures i.e. by direct as well as by indirect measures.

Homework, quizzes, examination, reports, essays and research by direct measures. Examples of indirect measures include course evaluations and student surveys, cultural and co-curricular activities, field visits, participation in the procession cleanliness drive, plantation program etc.

Students learning, measuring approaches.

Summative assessment:- With the help of tests, assignments and other course activities used to measure student performance. Professors often reveal what students have learned at the the end of a unit or course. Within a course, the summative assignment includes the system or individual student grades.

Formative assessment:-. Students receive input and guiding feedback on their relative performance. To help them to improve. It can be provided written comments on assignments.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 85.71

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

Response: 42

File Description	Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

Assessment of the learning levels of admitted students is an integral part of the post-admission process. B.Ed. admission is completed by the Maharashtra Centralised Admission process. Students are from different strata - economic, social, faculty, and level of education and most of the students belong to SC/ST category as well as differently abled students are admitted. B.Ed. admission process counselling is done by committee members. College admission for a smooth admission process college created a WhatsApp group. The latest information regarding college facilities is uploaded on the college website.

Although admissions are on merit, the college carries out separate assessments to understand the student's skills and abilities at the entry level.

The institution has made the following provision at the entry-level:

* Face-to-face interview with the Principal & staff members as well as Google test form consisting of

details on qualifications, experience, hobbies, strengths, weaknesses, opportunities, challenges, socio-economic status etc. Google test form and personal interview is part of identifying the learner's strengths and weaknesses.

* Induction programme begins with an assembly wherein the seniors conduct a prayer activity followed by a warm welcome to the freshers gathered. Interaction of the Principal and faculty with students. Self-introduction, orientation about college and departments. Physical Activities, Literary activities, Syllabus Orientation etc, are done at the entry-level. Orientation of code of conduct organized at entry level only.

* Kul & Mandal activities are created like a Study circle; students are divided into groups and are assigned a teacher in charge. Each activity is specified with objectives. Students clear their doubts and get additional guidance from the in-charge teacher and complete all their work by collaborating with their group members. The skills of the students are identified and strength, weakness, and opportunity analysis is done at the individual level.

*. A series of talent search programmes in various fields I. e. sports, arts, elocution, dramas etc are organized every year to discover the hidden talents and potentialities of the students.

* Being a Teacher Education College- We encourage cooperative and collaborative learning as well as peer learning for the mutual benefit of each student. Academic support is given to appear for quality competitive exams such as TET, CTET, NET, and PET.

* Microteaching is the main focus before going to school for the students during which the Teacher-educator observe their teaching skills observe their weakness and suggest improvement. Continuous feedback mechanism adopted by the teacher.

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 things are evaluated by the teacher. Two observers observe his/her lesson. First, they tell good things in his/her lesson. Then they tell the weaknesses of the lesson. The teacher discussed both things and tell him/her to correct these things in re-teaching the lesson. So, students corrected their mistakes and teach the unit properly.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.77

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0.2

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

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

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 0

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

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

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: E. None of the above

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

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

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

Response: D. Any 1 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on

UGC website during the last five years**Response:** 0**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

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

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

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response:** 4.55**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	05	01	00

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

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..**

Response: 7.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
07	07	08	10	07

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response: 55.23****3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
49	43	49	38	48

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

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

Response: 55.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	43	49	38	48

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

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

Response:

Response: Service to mankind is service to the community. GCEP strongly believes in dignity of labour, social responsibilities, social values for the society, inculcate humane values among the students, value-based transformation for the future generation. Our teaching learning process imbued 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, Amerdeep foundation, Mahavir International etc. We have strong ties with our social partners.

Sensitizing students on social issues is the first step towards action-oriented community outreach tasks. GCEP has conducted numerous sessions influencing students towards social issues.

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.

Expert session on Yoga and Wellness helps students to be aware of healthy living and practice healthy lifestyle. Celebration of Yoga Day on 21st June with the valuable cooperation and help from Institute of yoga and Ayurveda Seva Kendra, we practice breathing techniques as well as different yoga asanas under the guidance of experts

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. Women development cell organizes special session on women rights. Scotty training was given by the Honda company to female students. The 'women self-defence' two days workshop was conducted in the college.

Swachhta campaign is taken up in a different manner at GCEP through cleanliness of nearest S T stand, college surrounded area. Swachh Bharat Abhiyan GCEP organized this Swachhata Abhiyan in Tawarwadi, At – Nere, Raigad district. It was a joint venture of Govt. College of Education, Panvel and Gandhi Memorial Trust and Mani bhavan Gandhi Museum.

Every year GCEP celebrates Environment day. A campaign for Tree plantation is carried out in nearby area and awareness for care of the new planted trees is generated among community people.

GCEP organizes quiz, poster competition, slogan writing competition. Outreach activities through fundraising has gained a lot of prominence during the flood natural calamities. Fund raising was done thus providing food, supplies medicines, blankets to the affected people. And sensitizing the students to contribute to community development.

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.

Activity like Road safety campaign has sensitizing students towards community awareness and development.

Thus, GCEP is focused in sensitizing students towards community development through the manifold activities. The Vision of our institution is Education to empower student teachers to recognize and optimize their full potential and to bring about all round development of student teachers' community and progress of the nation.

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

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

Response: 5

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

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

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

3.4 Collaboration and Linkages

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

Response: 0

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

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

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

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

Response: 6

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

Response: 6

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Our college, which is affiliated to the University of Mumbai and recognized by the National Council for Teacher Education (NCTE), provides adequate facilities for teaching and learning as per the minimum requirements specified by the statutory body.

Land Area:The college has its own land of 3.5 acres, which is located in the center of Panvel city. The whole area is surrounded by nature, and various buildings of the college are spread across this spacious place.

Various Buildings:The main building of the college, which was constructed in 1951, has a total of 15 rooms for academic purposes. There is also a separate administrative building for administrative functions, which includes the Principal's room and office. The college premises also have a separate building of four rooms for IQAC and other departments. In addition, there are two separate hostels for minority girls and Matoshree boys.

Classroom:All the classrooms in the college are spacious and ventilated, and they are fitted with a sufficient number of lights, fans, boards, and screens. The college has a 50-student capacity classroom with adequate furniture for 2nd-year B.Ed trainees. A multi-purpose hall is used as a classroom for first-year trainees. There are also two classrooms with adequate furniture for M.Ed trainees. There are rooms for teaching various seven pedagogy subjects, and large classrooms are equipped with mic and sound systems.

Laboratories:The college has four laboratories, namely Computer Lab, Science Lab, Psychology Lab, and Language Lab. The computer lab is 36 ft x 22 ft in size and has 30 computers. The science laboratory has all the materials needed for science teaching, and a variety of psychological tests and instruments for psychological experiments are available in the psychology laboratory. The language lab is currently in need of renovation as it is closed during Covid-19.

Seminar Hall cum Educational Technology Lab:The college also has a seminar hall measuring 36 ft x 22 ft, which has a seating capacity of 50 members. It is used for local, state, national seminars and also as an educational technology lab.

Multipurpose Hall and Library:The college also has a spacious multipurpose hall measuring 30 ft x 60 ft, which can seat 150 members, and a library measuring 44 ft x 17 ft in size, which has adequate collection and necessary equipment and software for library work. Adjacent to the library is a separate reading room measuring 25 ft x 22 ft, with a capacity of 30 readers.

Sports field and fitness centre:The college has a spacious playground facility for outdoor games, including kho-kho, kabaddi, holi ball, and tennis, and individual competitions such as plate throw, javelin throw, shot put, and running are held on the field. There is also a separate hall for indoor games, such as

carrom, chess, and table tennis. In addition, the college has a separate gymnasium with enough equipment, which is used by staff and trainees.

conclusion :In conclusion, our college provides all the required facilities prescribed by NCTE, including separate Laboratories, Seminar hall, IQ AC department, Exam department, Meeting room, Classrooms, separate Restrooms, Hostels, Playgrounds, separate Toilets, separate building or Administration, Art and craft room, Gymkhana, Curriculum lab, Method rooms, Multipurpose hall, Music room, YCMOU room, and a Fitness center. All these facilities make our college an ideal place for teaching and learning.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 60

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

Response: 3

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

Response: 5

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

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

Response: 0

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

in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
8.95457	3.92411	4.78617	7.11462	4.28431

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

4.2 Library as a Learning Resource

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

Response:

Library is automated using Integrated Library Management System (ILMS)

The Library plays a central role in enhancing the quality of academic and research environment in Education institutions. The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, rare books, other knowledgeable books and newspapers are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of information for students. There, student can check out books, conduct their research, find a quiet place to study, and maybe even flip through magazine. The students can extend their search with use of internet, e-books, e-journals etc. made available in the digital library. The Institute library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means.

All through the B.Ed. and M. Ed., Ph D. and YCMOU BEd course student-teachers are engaged in active learning since the entire course has a lot of activities and emphasis is laid on practical training.

Library is well – equipped with current books, Magazines, Newspaper, Journals, and Encyclopedia etc. Open access in Library. Every student is allowed to take 2 books from library and he can keep it for seven days.

e- Granthalay is a Digital Platform developed by National Informatics center ministry of electronics and information technology, Government of India for Government library's for automation of in-house activities as well as member services and Networking for resources sharing. On this platform NIC a provide complete ICT solution with integrate library management software, Digital Library Module, Cloud hosting environment and a library portal (OPAC) with NICS I Emplaned Roll out Services and support.

Once library gets an Online Account of e-Granthalaya 4.0 from NIC then user may access the application through <http://eg4.nic.in> e-Granthalaya 4.0 – LIVE link may be clicked and then Select the Cluster – then Login.

What's our E-Granthalay:

- 1.It is Web-Based Application.
2. Available in NIC Clouds for Government Organizations as per NIC hosting Policy
- 3.Cloud Ready Application with Multi-Tenancy, a single instance application will connect to many database, each database for a cluster of Libraries, every cluster with many libraries, every library with many users to operate/use the software.
- 4.Centralized Database for N number of Libraries under one Organization
5. Controlled by Database Administrator.
6. User will access/use the application online.
- 7.Uses latest technology and Open-Source tools
- 8.Uses MS SQL Server as well as Postgresql – an Open Source DBMS. For Local/LAN based implementation – MS SQL Server and for NIC Cloud/Internet based hosting – Postgresql is recommended.
- 9.User Customized Data Entry Formats
- 10.Retro-Conversion and Full Cataloging merged in single form
11. Acquisition Data optional with Retro-Conversion
- 12.Manages cataloging for Non-Book Materials also.
- 13.Manages cataloging for Legal Documents.
- 14.E-Books manager built-in / e-Book Viewer for displaying pages in book flip style.
- 15.New Look of forms and Grid
- 16.Web-based Reports in PDF/DOC/HTML Format.
17. Auto-Accession Number generation and Accessioning of many documents

automatically with single click

18.Document – wise varying rates of Fine in circulation module.

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

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

Response:

Library is a repository of resources. It is an integral part of the educational system whose primary function is to serve users (students, faculty, researchers and staff). Computers and related electronic resources have come to play a central role in education. Electronic resources are the prime ingredients and they become a common part of the suite of most academic library resources today

Remote access to library resources use by teacher and student may vary accordingly the need of teacher and student there our college provided e-journal facility to all our teacher and student.

Colleges covered under 12B Section of UGC Act. These colleges will get access to selected electronic resources including e-journals and e-books. However, non aided colleges (except Agriculture, Engineering, Medical, Pharmacy and Nursing) may join N-LIST programme with applicable annual membership Fee.

Step to be followed to get access to e-resource for colleges:

1.Fill-in the registration form online. Enclose 12B certificate issued by UGC. Eligible colleges will be received a confirmation e-mail regarding registration within 3-4 days after registration.

2.Colleges will have to generate Proforma Invoice from the NLIST Website. The membership fees have to be made by DD or through RTGS / NEFT as mentioned details in Proforma Invoice.

3.Obtain College Administrator's username and password to create username and password for faculty members and students from INFLIBNET Centre by sending an authorisation letter of contact person.

4.College Administrator can create username and password for faculty members and students instantly or upload bulk users after log-in College Administrator Module. Login at the N-LIST website i.e.<http://nlist.inflibnet.ac.in/>.

3.Subject Cover under N-List Programme:

The N-LIST covers all the disciplines viz. Pure Sciences, Social Sciences and Humanities including Linguistic and Languages. However e-resources in engineering, agriculture and medicine are not covered

under the N-LIST programme.

4. Since access to e-resources are not bound to the IP Address. You can use these e-resources from your home.

5 The publishers keep track of no. of downloads as well as simultaneous usage of your login ID and Password from multiple sites. In cases of violation / improper use, the publisher may disable your access permanently. It is advisable not to share your login ID and Password with your friends.

6. You can download the User Guide and Tutorials for each e-resource. You may also search and browse journals and book titles. You may contact N-LIST officials for any further information.

7. You may contact N-LIST officials for further details.

Our college library provide Wifi facility to our students.

Internet and Google search hepl them to access world information.

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

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

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

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

Response: 0.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0.45906	0	0

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

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

Response: 10.2

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

Response: 200

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

Response: 200

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

Response: 200

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

Response: 200

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

Response: 200

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

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

Response: E. None of the above	
File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi	
Response:	
<p>ICT FACILITIES INCLUDING WIFI WiFi facilitating 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 14 computers. Each professor is provided with a laptop. There are LCD projectors in the classrooms. BSNL access points are placed throughout the campus for uninterrupted internet access.</p> <p>ICT FACILITIES INCLUDING WIFI</p> <p>In the 2020 -21 Session, wifi facilitating was installed with wireless access points. All buildings, hostels, seminar halls conference rooms and common areas on campus are now wifi enabled.</p> <p>ICT FACILITIES</p> <ol style="list-style-type: none"> 1. The campus is totally technology enabled with 24 x 7 wifi and internet facilities for the staff and students. 2. BSNL access points are placed throughout the campus for uninterrupted internet access. 	
File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Link for additional information	View Document

4.3.2 Student – Computer ratio for last completed academic year	
Response: 3:1	
File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3.3 Internet bandwidth available in the institution
--

Response: 350

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

Response: 350

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
895457	392411	478617	711462	428431

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

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

Response:

Systems for maintenance of utilization :

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.

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

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

The college website is maintained regularly by web site provider.

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

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

Pest control is also carried out at regular intervals.

All the facilities like fitness centre, 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 to the readers of the colleges.

File Description	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

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

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

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

Response: A. All of the above

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

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 10.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	11	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

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

Response: 18.37

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 9

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

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

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

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

Response: 5.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	1	0	2	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

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

Response:

In our college student council is formed according to the guidelines of Mumbai University. 1) IQAC committee At the beginning of every academic year meeting is held to review the last year activities. Committee sees that quality is maintained in every activity two alumniees are member of this committee 2) College Development Committee CDC also works for betterment of the institution. 3) Library Committee We have a computerized library. 4) Internal complaint Committee: We have formed ICC. Orientation of

the students is taken regarding the problems of sexual harassment at the institution if any. 5) Extension Work Committee regarding the extension activities of university of Mumbai. 6) RTI Committee As ours is a Government Institution. We have Right to Information committee. We address the official complaints if any. 7) Alumni Association Institution has a registered Alumni Association. Alumni Association contributes in different activities for example Tree plantation, Workshops like Bal Vaidnyanik Parishad to inculcate scientific attitude among students. 8) Backward class cell Every year meetings are held an information is provided about backward class scholarships and guidance is provided for opening online account on Government website. 9) Anti ragging Committee We have formed anti ragging committee according to the guidelines of UGC as well as state Government. We orient students at the time of admission. Chart of rules is displayed in the multipurpose hall. Complaints if any are properly addressed. Our Students are Participated in all above Committees as a member of committee.

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

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

Response: 32.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	22	22	25	35

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

5.4 Alumni Engagement

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

Response:

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. They help the institution in fund raising programmes. Few of our members are also members of Panvel Teacher Association. They organize training programmes for teachers in collaboration with Andhashraddha Nirmulan Samiti. Most of Head Masters of Various schools in Raigad Districts are our past students our Alumni association consists so many imminent teachers. They works as our Helping hands. They encourage and motivate our regular students. They are Ideals in front of our Regular students they support us morally socially and sometime financially too. Our alumni association have group of socially active students.

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and other support services. The college has proactive Alumni.

Composition of Alumni Association is as Follows.

Sr. No	Name of the Alumni	Position
1)	Dr. Raamaa Bhoslay	President
2)	Smt. Bijli Dadape	Working Secretary

3)	Shri. Dhiraj Thakur	Vice president
4)	Smt. Sangita Jadho	Secretary
5)	Shri. Vaibhav Patil	Treasurer
6)	Shri. Onkar Khandegale	Co-Treasurer
7)	Smt.Karuna Tandel	Member
8)	Smt.Smita Mhatre	Member

The Alumni Association is a platform for alumni to maintain & develop their linkage with college. Alumni meetings are organized periodically to strengthen the alumni network and collaborate with the college authorities to help in the effective functioning of the institute and improve its services.

The Functions of the Association are as follows.

- 1.To Foster, promote & Contribute towards a strong association between the college and its Alumni.
- 2.To involve alumni in institutional development activities.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: B. Any 4 or 5 of the above

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

5.4.3 Number of meetings of Alumni Association held during the last five years**Response:** 3**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

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

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

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

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, 301Rs. and 201 Rs. felicitate these students by giving this token amount. Teacher's Day is widely celebrated.

Every past student shows warmth and love towards the college. When students from surrounding areas come to Panvel for some work, they come to visit this college. Meet the professors of this college. Tell in which school, which college, they are employed. They share their experiences. Most of the memories explain how college played an important role in boosting their life. The use of that education even now how did he /she grow up? which professor inspired him? his dream of growing up started in this college. Sitting right here on this bench, she/he decides how my name will appear on the board in the classroom. Also, they want to attend this college and be the chief guest on Teachers' Day and inspire the alumni attendance, that you too, make up your mind right now at this moment how will you get the name of the number of students in the class on the board? think about it and try accordingly. Not only that but like me, you too can sit on the same chair as these professors and for all these things you have to work hard. Make sure the mark of the hardship is with your mind. Consider how to score maximum internal marks. Also, consider how to score maximum marks in University exams. Follow the path accordingly so that no one can take your success always from you. This is the kind of motivation that alumni give to students. The 10 core components of the curriculum and 10 values are 100% Implemented by the faculty as well as the principal in this college.

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 Sahavicharsabha. An activity beautifying the college premises by planting trees, conducting a program under ICT, visiting an organization etc. is planned for this consensus meeting. The post of president, vice president and secretary are changed every five years.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

As ours is teacher training programme we teach our students about the values of creativity, righteousness empathy, gender sensitivity, secularism and social responsibility in the student teacher through comprehensive and facilitators of social change. This is our mission statement too Always keeping in focus this mission statement we try to implement all the activities our teaching learning process always in tune with our mission.

' To accomplish this vision we focus on developing leadership and managerial skill which pupil teachers will be needed in their future through various practicum courses, and continuous internal evaluation. Our students study one audit course known as "Understanding Self" in which they enable to understand about their strengths, weaknesses, and challenges. This also give some insight to set their own goals and optimize their abilities. As ours is teachers training programe we teach our studens about values, objectives, goals, and Life skills. We teach them various skills, and techniques required for teaching, we also teach Psychology behind Teaching Learning process, Every student is observed and guided at every stage. we see to it that every student evolves best out of him, Less number of students is advantageous for us so that we can reach out to every student. All round development of student teachers community and progress of the nation.

Our institution is run by the State Government. The success of an institution is the result of coordinated efforts of all who work towards up keeping the vision of the Institution, starting from the principal to the faculty and students. All the stakeholders have a role to play in the building of the Institution. Our Institution focuses on decentralization by extending equal opportunities to all in the functioning of the Institution.

The vision of our institution is in tune with tune with our institutional adivities. "Education to empower student teachers to recognize and optimize their full potential and to bring about all round development of student teachers community and progress of the nation" is our vision which reflects our long time goals.

The accomplish this vision and mission we tocus on developing leadership and managerial skill which they which they will be needed in their future. We teach them various skills and techniques required for teaching. We also teach psychology behind Teaching-learning process. Every student is observed and guided at every stage. We see to it that every student evolves best out of him. All our practicums are participatory in nature. Every year we prepare a perspective plan, where teaching and non - teaching staff as well as student representatives are involved. Decentralization mechanism is one of the basic characrtistics of our Decision-making process. Our governance procedure is always reflects our vision and mission

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

6.1.2 Institution practices decentralization and participative management

Response:

College Principal is the academic head of the institution. College responsibilities are fairly divided among all the teaching and non teaching staff members At the beginning of the every academic year work distribution is done accordingly. Annul plan is prepared by considering this work distribution.

The principal of the college forms various committees of teaching and non-teaching staff to decentralize the functions of the college. The committee secretary and members of each committee are decided in the staff council meeting. The principal of the college is the chairman of each committee . Several committees are formed for Academic and Administrative works and various co-curricular activities. Committee lists are uploaded on the website. Through this, the sense of responsibility towards the college is enhanced among the staff and students. A discussion about the assigned work is done in the staff council s meeting. He/she has given full freedom to organize the activities. Student representatives are part and parcel of our committes. All activities organized during a year is for betterment of institution with concern of Principal. It tells about how much output has been achieved and what more needs to be done for full output. The principal of the college holds regular meetings with the Teaching and Non Teaching staff. In these meetings various issues are taking up for discussion before arriving at a final decision. The secretary of the committee organizes the meetings and keeps record of the committee. The office administration of the college is headed by the senior clerk, junior clerk and other class IV staff. Thus, the decentralization of departments of the institution helps in improving the Quality of its educational provisions.

We are very proud to state that our Principal is President of this association and this is innovative practice and only practice among all B.Ed colleges in Maharashtra . At the beginning of every academic year general meeting of all the Principals of participating colleges is held. In that meeting the responsibility of organization of sports activity is assigned to each college by turn. Contributory fees and events are discussed. At college level one faculty member works as in charge of sports activities. Every faculty member is selected to take practice of different group competitions as well as individual activities. Again ladies and gents sports instructors are selected. They take practice in their professional surrounding. Students are also divided in different committees like support committee, Breakfast and Lunch committee,documentation committee. Host college take the responsibility of execution of sports events. They arrange referees for different games. Rules are explained by the referees. Host college organizes inaugural and prize distribution ceremony. Guest colleges follow the instructions of host college. Every college try to show maximum competencies and try to derive a different kind of enjoyment.

Decentralization of power helps to bound the group and makes the success.

(Decentralization also followed at internship program – its described in 6.1.4)

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

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

Response:

Ours is government of Maharashtra's Teachers training institute Transparency in all aspects is **transparency** our Identity. It's mandatory characteristic of all govt. Institutions Govt of Maharashtra publish rule book called Maharashtra public service code 1976 itself pose transparency in all aspects

1) Financial transparency: we have to convey all our financial needs to directorate of Higher Education Pune through budget proposal. We need to apply for grant through budget. our budget gets sanctioned if they get convinced with our demands. We have permission to spend money under sanctioned head only. Student's fees are deposited in treasury. Records of scholarships are maintained and sanctioned scholarship is given to respective students. Everything is open, transparent and can be checked at various levels. All these processes conducted by online mode. Administrative checks are there at various levels.

2) Academic transparency: Actually academic wing and academic wing at the beginning of year academic workload (theoretical and practical) is equally distributed among all the faculty members. it is open and transparent. If required changes can be made on demand of faculty members.

3) Administrative transparency: Actually Academic wing and Administrative wing go hand in hand with each other. Academic are executive procedures supported by administration. In order to bring transparency in the work for the administrative point of view, various committees have been formed in this college. In each committee, the principal is the ex-officio chairperson and various professors have the post of member secretary of various committees Administrative work and committees are equally distributed among faculty members. if any faculty member wishes to take up certain responsibility, he/she can ask for it and

if it is suitable convenient then it is given to that faculty member.

In this college, financial decision, administrative decision or decision related to the curriculum are taken in the College development cell and staff meeting with the participation of all the members, so that there are transparency in the administration.

There are various committees in this college which are as follows: Internal Quality Assurance Cell (IQAC), Internal Complaint Committee (ICC), Employee Grievance Redressal Cell, Anti-ragging Committee, Guidance & Counseling Cell, Alumni Association, Environment Club, Research Cell, Write-off Committee, Discipline Committee Code of Conduct Committee, Student Council, Library Committee, purchase Committee, College Development Committee (CDC), OBC Cell, Scheduled cast and scheduled tribe student cell, Minority Cell, Suggestion Box, Placement Cell, Research Cell, Examination Department, Internship department, Cultural and Sports Department., Research Cell etc. Each professor is assigned to each cell/department accordingly each department do plan for year activities with the help of committee. And according to planning, whole process is done

We put up our demands which are need based then only govt. Sanction our demands. RTI Act 2005 give right to any person to ask about any person to ask about college declare our RTI's committee on college website for maintaining transparency.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The college maintains quality Education by adopting the guidelines of the university Grant commission (UGC) National council for Teacher Education (NCTE) National Assessment and Accreditation council (NAAC) and other related statutory bodies. The curriculum for the B.Ed. M Ed and Ph.D. course programs is designed, subject to the norms of NCTE, by university of Mumbai, Mumbai. Curriculum transaction begins at the faculty level; Where the Faculty teaching the course, make the necessary changes and the faculty of college has created different manuals based on topics from curriculum. It included Internship Handbook, School Engagement Handbooks, Reading and Reflecting on Text Evaluation programme, continuous Evaluation programme etc. are more interactive. The college makes provision for ensuring that all the outcomes expected of teachers are realized by using a wide variety of instrumental approaches and closely supervised teaching internship, Remedial coaching, preparation of question Bank for all the courses ensure maximum performance of students Projects such as CCE evaluation, value-based education, Action Research, Environment Education were organized for the students. Expert and resources persons were

called to guide the students. Placement cell is active at the college which provides career guidance to the students. Guide for How to take It also teachers Interview Technique to the students. It benefits them for the campus interview. The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the College has designed specific short term and long term plans.. The staff of the college are governed on the principles of participation and transparencies.

Here we explain our internship activity where our institutional strategic plan is successfully implemented. B Ed course internship has divided into 3 semesters.

For Sem 2 internship of 3 weeks is there. In this internship students need to do observation of any three school activities, observation of lesson given by the peers (5 lesson)

Sem 3 internship of 11 weeks.

Sem4 internship of 5 weeks

For internship we first divide our students in 5 internship groups. Each group is guided by professor in charge who is mentor of that group. Each group has 8-10 mentee in it. lesson in-charge approach to the school and find out availability of school. After confirmation from schools each internship group assigned one school. Lesson in-charge take care that each group comprises of different method students. In internship students need to complete various activities as per syllabus Also lesson guidance is taken from method master.

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

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

Response:

Our College is only Govt. B.Ed. College in Raigad district. of Maharashtra State. Our institutional organization totally run by state of Maharashtra. It is mandatory to us de follow all rules and regulations related to functioning at institution - All Govt policies and administrative setup, appointments and service rules, procedures etc. mandatory to us for effective functioning made by Govt. of Maharashtra. All legislative bodies are formed in our college. For exp. College Development Committee Grievance Redressal Committee, Internal Complaint Committee related to women Development SC/ST Committee

OBC Committee, minority committee Anti-ragging cell, RTI 2005 Committee etc.

All these committees have their own policies & objectives. As per the guidelines of Govt / University members are appointed from various stakeholders. They are informed their role and responsibilities. It members are ready to accept this responsibility. then and then only we appoint them. Available administrative setup is provided to the Committees. These committees work as per rules, organize meetings & programs.

College administration established several committees for smooth working of Administration. Every committee has its own objectives and Functions. It plays vital role in administrative work. Principal is chairperson of each committee. In some committee it includes student and non-government member also

Maitri Sangh and B C Cell (Backward Class Student Cell) has been set up. As per the interest of the students' lectures are arranged by Maitri Sangh.

The chairman of both these Committees is the principal of the college ie, Hon. Dr. Raamaa Bhoslay (in between for short duration it was handled by Dr Suvidyaa Sarvankar). Dr. Nilima More is the secretary who looks at this work. Student Representative of Backward Class Committee is Sainath pagi and Anita malkari is the female student representative. Prachi Ghosalkar worked as the student representative of Maitri Sangha . A professor Dr. Nilima More is appointed as A Placement officer in the college A total of 10 student teachers Placement done (as teachers) in the academic year 2021-22.

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

6.2.3 Implementation of e-governance are in the following areas of operation

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Response:

Governing Body decided to form the following Committees for smooth conducting of Academic and Administrative works, which will be strengthen the students' activities and develop the knowledge of the students. 1. Anti Ragging Committee 2. Internal Complaint Committee 3. Grievance Redressal Committee 4. Committee for Library 5. Examination Committee 6. Sports committee 7. College development committee 8. Women's Grievance Committee 9. Discipline committee. Our students are from tribal areas of palghar mokhada, wada jawhar etc. we are here since 1970 for their education with very good physical infrastructure with well-equipped laboratories, computing facilities with networking, , Wi-Fi campus and committed, experienced , dynamic and quality conscious. faculty members. willingness to recognize weaknesses and make improvement for atmosphere of success for students, faculty and staff is its uniqueness. The Academic performance of all Category Students may provide good employment potential to our college students. Increase and strength internal and external collaborations with other educational institutions Possibility of MOUs with reputed schools and educational institutions . IQAC in initial meeting decide to arrange state level seminar

Every year IQAC decide to arrange state level/ National level seminar/conference on selected topic. Topic is selected by IQAC. Committees are formed for conduction of the activity. seminar

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place**Response:**

Being the Government Colleges, the Maharashtra Govt . offers the following welfare schemes for all its employees summer and winter vacation to teaching staff and earned leave to non teaching staff. There are 8 casual leave and 10 medical leave per year to both teaching and non teaching staff. All orders issued by the higher and Education department are strictly followed by the college. The government has provided Group Insurance scheme (GIS) to the staff (Teaching and Non teaching) of the college which helps the staff at the times of need. Provident Fund (PF) scheme for those who appointed before 2006 and DCPS scheme to those who has appointed after 2006. Being Maharashtra Govt employee scheme of home loan , vehicle loan is available, UGC. Schemes, Pension schemes etc. primary teachers ward get relief in fees. Every employee gets travelling allowance , dearness allowance. Extra HRA 's being 'A' grade metro city. In admission quota for freedom fighter, divorce's, players, active servicemen is their.

Attending Seminar and Conference- The faculty is encouraged, and support provided to attend various seminars and conferences and present papers at these forums as it leads to exchange of ideas.

Duty Leave- The faculty are provided with Duty Leave for attending Orientation, Refresher courses, Pre Ph.d courses, Un

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

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

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

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

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

Response: 33.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	3	2	2

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

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

Response:

Every academic years all faculty members are maintained the records of performance - based appraisal system as per UGC norms with supporting document and submitted to Principal's office at end of academic year. The formats for that already given by UGC. It includes teaching, administrative work. ICT teaching – Learning method, research Publication, etc. The IQAC guided to fill up appraisal form and monitored time to time. IQAC evaluated the appraisal form of all faculties. Its mandatory for teacher promotion from assistant professor to associate professor and professor. Higher and technical department of Maharashtra government prepared format for appraisal of teaching and non teaching staff. The Performance appraisal system for non-teaching is carried out through confidential report. The confidential report is filled out from the teaching and non teaching staff at end of academic year and evaluated by principal. The faculty Appraisal is provided by considering following parameters : 1. Academic performance 2. Publications in Journals 3. Publications in Conferences 4. Seminars 5. Workshops 6. Faculty Development Programs 7. Research Initiatives - project applied for funding 8. Consultancy Activities 9. Student development 10. Department Activities 11. Inter - department Activities 12. Outreach (External Resource Person) 13. Online courses 14. Social visits organized for students. 15. Internship arrangement.

Government College of Education has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff., Students' feedback is a regular practice and they are free to communicate to the principal. Students are given opportunity to express their views about different academic and co- curricular programmes organized by the college. The college procures written feedback from the students at the end of the each semester. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well. Suggestion box is there to collect suggestions from stake holders.

The suggestion box committees, Teacher-in-charges, student representative and the principal present their over all assessment. All the suggestions and feedback are analyzed and a report is prepared and placed before principal, who decides on the action to be taken. The analysis report is implemented for the betterment of the college. Now Govt. Of Maharashtra provide online application and eforms for performance appraisal and make this system more effective and transparent.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Institution conduct internal audit by principal and external audit regularly by senior auditor of joint director of Konkan Region Office. as our institution is government institution, we followed all the rules and regulations of state government. we followed internal as well as external audit Procedure. for regular B.Ed course fee structure is decided by government of Maharashtra. Admission fee is deposited in Government Treasury. The other fees named library fee, Laboratory Fee, Gymkhana Fee, and other activity fee is deposited in govt. PLA account. At the beginning of every academic Year college development committee organised meeting for purchase of different equipment and other expenditure. Measure purchase of equipment is done with GEM Portal of central government. for construction work PWD provide their services if the equipment expenditure is more than 3 Lakhs, We implement E tendering process. We take administrative approval from Hon. Director of Higher Education for purchase and construction of every work. We prepare our Quarterly, Eight monthly and annual budget. We submit PLA budget to the Director and after his approval only budget is sanctioned. At college level we have internal committees of stock verification. After checking and verification we report that to A. G. office. Stock is also verified by external committee of stock verification after 2 Years. They checks the receipts of purchase of equipments, maintained the register and department wise registers too. Every Year financial Audit is done by senior auditor a member of Account General office. He verifies each financial entries and bank accounts. for our M.Ed Course we have self supporting financial support. fees structures is also decided by the state government. but we do external audit from recognized and approved agencies for expenditure of fees. . Internal Audit is done by checking each bill and vouchers by the principal of the college.

The cashier maintains the cashbook, receipt, bills and vouchers.

Every year at the end of financial year Director of Higher Education collect expenditure under each financial head. Initially every year our college submit required budget to the Directorate. After regorous discussion they allocate funds under various heads. our financial How mechanism is very transparent & regulated by Finance Ministry of state Government.

6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**Response:** 0**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

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

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

the expenses of the funds are mainly allocated to the following Heads - 1. Salaries 2. Departmental Budget 3. Infrastructure 4. Maintenance etc. 5. Administrative expenses The institution is run by the Government so that funds to be utilized are primarily allotted through the Higher Education Department of Maharashtra funds to be allotted for the institution go through the exercise of forming annual budget as per requirement. The same is being discussed with chief Accounts officer/ financial Advisor for allotment of funds under different heads. The allotments are made to institution throughout financial year through the applications of Budget Evaluation and management system. Optimum end use of the funds is made as per the rules and regulations and is subjected to audit by the government within the institution funds are mobilized out of specific percentage of the fee collected from the students. To ensure the optimum end use of these funds college development and purchasing committees are framed.

Initially at the beginning of year we organize staff meetings at the of where all dept. heads put-up their needs. Then we decide our financial requirements, while preparing budget allocation under various needs we demand funds to to Director of higher Education for fullfilling our demands. It Govt. Of Maharashtra means Finance Ministry allorate state funds to Director office. then. after Sandiening budget provisions Director office took Care of optimal Utilization. Once you demand funds to the Director office. It is responsibility of any Head of Institution that you must utilize all funds at optimum level. otherwise they

issues Show Cause notice after returning allocated grants. So, our system is based on optimum utilization of funds.

6.5 Internal Quality Assurance System

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

Response:

Regular meetings of IQAC are conducted under the chairmanship of principal with the fixed agenda and suggestions are taken from all the members of IQAC for improvement and better implementation of curriculum. All the faculty members are encouraged and supported to participate in workshop Orientation , refresher courses , seminars and conferences related to the teacher - Learning Process and research. Teachers are also supported and encouraged to participate in examination evaluation processes. Teachers with Ph.D are also encouraged and motivated to act as research guides for the research scholars. The IQAC also provides guidelines internet access and verification processes for the student to get the post - matric scholarships. The Internal quality Assurance cell was started in the year 2010 to monitor the quality of services being provided by the institution to its stake holders.

The IQAC was constituted on 10 August,2010. Since then, it has been performing the following tasks on a regular basis:

1. Improvement in quality of teaching and research by regular inputs to all concerned on feedback from students.
2. Providing inputs for best practices in administration for efficient resource based utilization and better services to students and staff.
3. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak. Students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box .

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

- (a) Annual Quality Assurance Report (AQAR).
- (b) Self-Study Reports of NAAC .
- (c) Performance Based Appraisal System (PBAS) for Career Advancement Scheme (CAS)
- (d) Stakeholder's feedback
- (e) Action Taken Reports

(f) New Programmes as per National Missions and Govt. Policies. This year FDP on ICT skill and webinar on Women empowerment is arranged by the IQAC. Report of this FDP is attached here with.

Also 5 value added courses started this year namely

Yoga education

Development of ICT skill

Gazal certificate course

Communication skill

Kho kho certificate course

Where our IQAC plays important role.

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

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

Response:

All students are provided with the Student Diary that provides all details relevant for students. Programme structure, syllabus of the courses is given before the semester commences. Important announcements are made in the morning assembly and through WhatsApp group and also by prior notice. Attendance and conduct of classes are monitored by the Principal of college and attendance in-charge.

The Discipline Committee ensure smooth functioning of classes. IQAC regularly conduct students feedback at the end of semester and appropriate steps are taken to enhance the teaching-learning process. Feedback from students is also taken individually by teachers for their respective course. Students are also free to approach the Principal of the college for feedback and suggestions.

Feedback is properly analyzed and shared with the Principal, IQAC members and individual faculty

members. The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations. The major initiatives taken over the last five years include the following:

We make our morning assembly very special.

- Introduction of Assignments and presentation by students
- . Organization of webinars organization of various competition for students personality development.
- . **Curriculum related workshops in many subject's**
- . Green initiatives in campus tree plantation , solar system

The institution reviews its teaching learning process, structure and methodologies of operations and learning outcomes out periodic intervals, some of activities of IQAC in this regard are: - 1. Faculty monitoring: Teaching Learning process and evaluation of the faculty from students' feedback, significantly shows the actual quality of teaching -Learning process. The student's feedback is conducted as per the following norms: * All the students are allowed to give feedback on faculty, teaching, learning process and evaluation so that actual picture is ascertained. * After evaluating the feedback from students, the teacher if evaluated with low performance is instructed accordingly. The whole process is being operated through IQAC.

2. syllabus monitoring :- The principal (chairman IQAC) keeps vigil on the completion of syllabus and ascertains information regarding the quantum syllabus completed so that the prescribed syllabus is completed within stipulated time.

3. Academic monitoring :- The academic monitoring committee conducts regular visit to the classes regarding the regularity and punctuality of class work. The principal is informed on daily basis.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 1

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

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

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

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

Response: C. Any 2 of the above

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

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

Response:

The college has secured 'A' grade with 3.17 CGPA in the 3rd cycle of NAAC Re-accreditation in 2017 and since then has endeavoured towards incremental improvements in quality initiatives.

The quality initiatives during post-accreditation comprise the following:

Academic Initiative -The institution equips the student teachers with skills to be effective professionals through several capacity building activities such as value-added courses, workshops on innovative practices, developing leadership skills, organizing events, paper presentations and publications. Through

value based and theme-based assemblies, community outreach programmes, environmental activities, to foster values that will form the foundation of the student teachers learning journey. Various opportunities are provided to the students to develop their technological skills through ICT based activities, institute focusses on empowering students by orienting them to innovative teaching learning strategies, empowering them, giving expert advice for higher education, counselling sessions, grooming sessions, etc. Through these activities the institution encourages student teachers to be lifelong learners and successful in their professional fields making them self-reliant.

- Professional abilities- The institution prepares the student teachers to develop their creativity, critical thinking skills, adopt innovative methods Webinars on women empowerment , scientific temperament are organized
- Pedagogical Enrichment- institution aims at providing ample opportunities to the student teachers to equip them with the skills and competencies to be resourceful and innovative teachers such as Workshop on innovative teaching aids, creating learning resources to be provided to schools, Remedial teaching activities in practice teaching schools,
- Personality Enhancement- The institution conducted numerous activities towards the overall personality development of the student teachers such as understanding self, Community outreach programmes, activities for environmental sensitization.

Administrative Initiatives Training programmes for staff and students on digital literacy, online learning, using online tools and resources Expert sessions on NEP 2020 for staff and students The funds raised or the items collected through these donation drives are distributed among the needy people. Publications- The institution provides opportunities to the alumni for publication of articles and books in a collaborative endeavour. Community Outreach: Community outreach is another area the institution focused on strengthening as it endeavoured to sensitise

Swachh Abhiyan- The students and staff conducted cleaning drive of the college premises

Learning Resources- The student teachers prepared different learning resources and donated it to various organisations that are concerned with learning activities.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

India's energy demand could double by 2040 with the population growing exponentially. Pursuant to the environmental policy 2020 of all India Council of Technical Education (AICTE) educational institutes are to convert natural environment, develop sustainable solutions and control energy consumption. In addition, educational institutes have to evolve programs and policies that convert the existing environment into a negative carbon footprint by educating students and employees on environmental issues, concerns and sustainability to respond to the emerging challenges of sustainable development in the states, nationally, specifically in the energy sector. We have now entered in the third decade of the 21st century. In the current situation, we need sustainable development. Energy conservation is an inevitable requirement for sustainable development in higher education institutions. In our college we will examine the energy policies and conservation measures implemented by the college to promote sustainable development.

Energy Conservation :The college has implemented several energy conservation measures to reduce its energy consumption.

1) The college has taken to keep all the windows and doors open in the classrooms. This allows for enough light and air to flow into the classrooms, and there is no need for artificial lighting during the day. As a result, the college saves energy and reduces its electricity bill.

2)The college has taken to replace traditional light bulbs with LED lamps. LED lamps are more energy-efficient and have a longer lifespan than traditional light bulbs. The college has installed LED lamps in some classrooms.

3)The college has taken to create awareness among the teaching and non-teaching staff and 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.

4) The college has also included sustainable development through its curriculum in the form of course EC3 as sustainable environmental management. co-curricular programs, and college policies to create awareness about energy policies, energy conservation, and the use of alternative sources. Our student also conducted theme based lessons on sustainable energy resources during their internships and also presented articles on it.

5) In our college near each electricity switch board we displayed energy saving notice for energy consumption awareness creation and use energy whenever necessary and avoid unnecessary consumption of energy.

6) 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.

Implementation of Alternative Energy: The college has also implemented alternative energy sources to reduce its dependence on traditional energy sources. Due to the spacious campus, there are internal roads to go from one building to another in the area. The college has installed solar energy panels in all the internal roads and the girls' hostel. The electricity bill of the college has reduced due to the use of solar energy. The college has a policy to focus more on alternative energy and the use of LED in the future.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Response: •

The waste management policy of Government College of Education in Panvel, Maharashtra is focused on creating awareness among students, teachers, and staff to minimize waste and ensure its proper collection, sorting, and disposal. The college follows government rules and regulations for the write-off and disposal of waste material.

The college has different departments, a minority girls' hostel, a canteen, and laboratories, which generate solid waste, liquid waste, bio-waste, and e-waste. The college segregates waste as solid waste, wet waste, and mixed sewage.

OBJECTIVES OF WASTE MANAGEMENT

- 1) To create awareness of waste management among all students, teachers in the college
- 2) Minimizing waste.
- 3) Collection and sorting of waste
- 4) Planning waste management and disposal of waste in a proper manner
- 5) Coordinating with local and government authorities (PMC and PWD) ensuring the effective waste management.
- 6) Ensuring waste free college campus, ecosystem through effective waste management measures .

Solid waste management : The following types of solid waste are mainly collected in the college and are segregated as solid waste and wet waste and are disposed in a specific manner.

A) 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. The prepared manure is applied to the trees in the area. Because of this bio- waste, it provides green manure and make the soil fertile.

B) For the Wet Waste,College has arranged a separate dustbin to collect the daily wet waste from the teacher- trainees,teaching and non-teaching staff. In each classroom and teacher cabin we provide dustbins for collection of waste.

C)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 boys and 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.

Liquid waste management: For liquid waste management, the college collects waste water from toilets, sanitariums, and other places in a tank and coordinates with the Public Works Department (PWD) and Panvel Municipal Corporation (PMC) for its disposal. Sewers in the premises are cleaned and disinfected as required.

E-Waste management: The college also manages e-waste generated by various electronic items. The Computer Department and other departments responsible for generating e-waste ensure its proper disposal as per government regulations.

In conclusion, the Government College of Education in Panvel has a comprehensive waste management policy that ensures the proper collection, sorting, and disposal of different types of waste. The college also focuses on creating awareness among students, staff, and other stakeholders to minimize waste and protect the environment.

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

7.1.3 Institution waste management practices include

- 1.Segregation of waste
- 2.E-waste management

- 3. Vermi-compost
- 4. Bio gas plants
- 5. Sewage Treatment Plant

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

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

Response:

Introduction: Our college is a teacher's training college. With the goal of realizing the dream of "cleanliness, sanitation, green cover and providing a pollution free healthy environment", our college is constantly striving to achieve this, following various measures taken by our college.

Cleanliness and sanitation: The college has a spacious campus. The campus has separate buildings such as main college building, administrative building, women's hostel, men's hostel. Principals cottage, sports room etc. The college works to create a clean, beautiful and pleasant environment for the stakeholders

The college has computer lab, science lab, language lab, library, seminar room, multipurpose hall, staff room. and various teaching rooms. The main building has a large frontage. All these buildings are regularly cleaned. Daily Garbage is picked up daily. Table cloths as well as various tools are cleaned timely. There are roads leading to various buildings in the college premises. The roads are cleaned every day. cleaning and sanitizing of the hostel buildings, corridors, premises every day. Separate dustbins are placed to hold the waste. The generated waste is sorted and dumped by the Panvel Municipal Corporation. Plastic use is banned in our premises. Segregation of waste made compulsory by Panvel Municipal Corporation

Toilets in all buildings are cleaned daily, with sufficient water. Regular toilet cleansers used to clean the toilet and premises.

Adequate facilities for drinking water have been provided in all the buildings in the area. Its cleanliness and maintenance are done regularly.

All the college buildings have large windows and doors to allow adequate light and fresh air in all the rooms, cleaning is done regularly. Maintenance and cleaning of materials in the library and various laboratories is done regularly. A pleasant environment conducive to learning and teaching is created for all stakeholders.

Green cover and pollution free environment:

There are various types of trees in the area and different types of flowers . The whole area is covered with medicinal plants. All stakeholders of the college are making regular efforts to keep the college premises clean and beautiful. A protective stone wall has been built around the entire area, which helping to protect all the plants, animals, birds. Due to the variety of plants, animals and birds in the college, the premises of the college remain green. Due to the plants, sufficient oxygen is obtained in the area. On the occasion, teaching-learning work is also done by sitting under the tree in the area. Our premise is very cool, pollution free, natures gifted, calm and green covered.

The number of trainees who come to the college by traveling in their own car and vehicles is negligible. This helps the environment in the area to be pollution free. Panvel Municipal Corporation (PMC) and Public Works Department (PWD) are continuously helping to keep the college premises clean.

Various Activities are conducted for the Trainees.

Our College has successfully undergone 'Green Campus Audit' and Our college has been honoured with "Best green campus Award" from Nature Science Foundation.

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0

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

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

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

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

Response:

Response :

· The Government College of Education, Panvel, is a prime location college in Maharashtra that leverages its local environment, knowledge, and resources, community practices, and challenges to provide a comprehensive educational experience to its students.

- One of the significant advantages of the college is its proximity to the Panvel railway station and S.T. stand, making it easily accessible to students, staff, and visitors. Additionally, its location near the NH4 Mumbai Bangalore old highway allows students from other states to access the college quickly. The presence of a police station within a range of 1 km adds to the safety and security of the campus.
- The college offers various facilities within its premises, such as hostels for girls and boys, a canteen, and a sufficient green area, which enhances the learning environment and provides a peaceful atmosphere for students. Furthermore, the college has sustained relationships with various organizations and NGOs, such as the Amardeep Bal Vikas Foundation, Empowerment Butterfly Training and Research Academy, and Mumbai University Lifelong Learning Centre, among others, to facilitate training and education.
- The college benefits from its location as it is located near several government institutions, such as the Panvel Municipal Corporation, PWD, ITI Government College, and DIET, among others. The PWD and PMC have cooperated to develop the college's infrastructure and maintain a clean and green environment. The college's expert teachers also benefit teachers and principals of the Raigad district.
- The college also has a high number of tribal trainees, for whom the government has established tribal hostels in the Panvel Municipal area, including the new Panvel and Khanda colony, providing easy access for the trainees to the college. The students at the college have several options to participate in research projects and internships, allowing them to gain practical experience and further their knowledge.
- The college is located close to several practicing schools, providing optimal exposure to students and enabling them to observe classroom teaching, practice skills learned through internships in these schools, and deliver lessons through teaching practice.
- Thane, Palghar, Raigad, and Navi Mumbai districts have recognized the college as a college for poor, economically weaker section, and general family students. This college benefits OBC, SC, ST, EBC, and female students. The college provides opportunities for teacher training and education to students from both poor and general family backgrounds and offers various types of scholarships.

Conclusion: the Government College of Education, Panvel, leverages its local environment, knowledge, and resources, community practices, and challenges to provide a comprehensive educational experience to its students. Its location, facilities, sustained relationships with various organizations and NGOs, and recognition as a college for poor and economically weaker section students add to the value of the college. The college's efforts to provide training and education to students from diverse backgrounds, as well as its emphasis on practical experience and exposure to practicing schools, make it an excellent institution for aspiring teachers.

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

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other

staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

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

Response: A. All of the above

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

7.2 Best Practices

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

Response:

Best practice:1

Title: "Kul and Club Activities"

- * **Objectives:**
- 1) To develop the ability to plan and organize co-curricular activities at the trainee's place.
 - 2) To provide opportunity to the trainees for participation in various activities.
 - 3) To create an inclusive environment for trainees to unity through diversity.
 - 4) To develop Citizenship, cooperation, leadership, professional loyalty etc. In the trainees.

Practices:

Following practices are implemented in our college as co-curricular activities-

- 1) Three Kuls and three Clubs are formed at the beginning of the first session after the admission of each batch by random method and subject wise respectively.
- 2) The nature of programs of each kul and club is different. Objectives are different. Is kul/ club has one student secretary. Also "Mentor - Mentee Scheme" is implemented to provide development opportunities to the trainees.
- 3) A trainee representative is appointed for each group. Work is divided into each group.
- 4) "Mentor - Mentee Scheme" is implemented to provide development opportunities to the trainees.
- 5) Program reports are presented after each program.

Evidence of success:

Programs of all kuls and clubs are found to be excellent. Due to these programs, the trainees are seen to develop literary, scientific and social science interests. It is seen that the trainees have acquired the ability to plan and organize various events. Values such as cooperation, leadership, discipline, punctuality, sense of responsibility are seen to be developed in the trainees. Due to these practices, some of our alumni are seen working in the society as speakers, writers, poets, artists. This is the success of these best practices.

Best practice :2

Title : “Annual publications of the college,” which includes the publication of the BEACON research journal and Vidyanidhi annual magazine.

Objectives: The objective of this practice is 1) To provide opportunities for student-teachers to develop their reading, collection, writing, and editing skills. 2) To provide opportunities for student-teachers to develop their research and writing abilities. 3) To provide students with the satisfaction of seeing their work published.

The context: Education for all, where teachers play various roles as good researchers, writers, and editors.

BEACON' Research Journal: One of the most important annual publication is peer reviewed research Journal BEACON has published from 2012 onwards (ISSN 23199962). Every year our college invites research articles from researchers, teachers, professors, teacher educators and M.Phil. and Ph.D. students for publishing research articles. Our experts reviewed all articles and give suggestions. Only after acceptance by our expert, we publish research articles in our research journal and provide it free of cost.

VIDYANIDHI is an annual magazine published by our college that features reports, photos, articles of all academic programs held during each academic year. Apart from the annual issue, Our annual magazine is a mirror of our activities implemented throughout the year.

The evidence of success :

1. 44th, 45th, 46th, 47th Annual Issue - Vidyanidhi – 2019, 2020, 2021, 2022 respectively.
2. Beacon – 2019, 2020
3. Gender Equality Special Edition-2021
4. Ideal Teacher Special Edition-2022
5. Women's and environmental issues special Edition-2023

The evidence of success for this practice is that it provides students with the opportunity to showcase their research and writing abilities and it encourages them to become good readers, Researchers, writers, and editors.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

Government College of Education Panvel, established in 1970, is a renowned teacher training institution affiliated to the University of Mumbai. The college has completed over half a century in 2020, providing quality teacher training and producing competent teachers for the future. The college is situated in a region where a large number of economically and socially backward students from ST, SC, and OBC categories enroll in each academic year. The college's unique distinction is its commitment to prepare future teachers from such tribal-rural backward communities, which is a significant challenge.

The college's vision is "Education to empower student teachers, recognize and optimize their potential and bring about all round development of student-teachers, community and progress of the nation." The college aims to achieve the goals of "Antyodaya and Sarvodaya" mentioned in the Indian Constitution by developing the potential of backward classes and women trainees, bringing them at par with others by developing their knowledge, skills, attitudes, and values required to become a good teacher. The college's vision is to develop their personality as a teacher, which will contribute to the overall development by means of education.

The college offers B.Ed., M.Ed., and Extension programs, and it has a recognized Ph.D. research center in education. The college provides all necessary facilities and infrastructure required for education, including a spacious campus, adequate classrooms, administrative office, science laboratory, language laboratory, computer lab, library, seminar hall, Saraswati sabhagruh, psychology lab, exam room, and CAP center. The college has sports grounds for Kabaddi, Khokho, Badminton, and volleyball, a gymnasium, and a green campus centrally located in the city, which is easily accessible by all students.

The college has separate hostels for minority girls and boys with all facilities, and renovation of hostel for economically backward students is in progress. Additionally, there are separate hostels of the Government of Maharashtra for ST category students and female students, located one kilometer from the college. The college implements various welfare schemes for the enrolled student-teachers, especially socio-economically backward student-teachers, such as government scholarships and freeships.

The college conducts a "Mentor-Mentee scheme" every year for the empowerment and development of backward class, rural, and women teacher trainees. Through this scheme, the college provides academic, psychological, social, health, career, and job-oriented counseling at the individual level. In the college, various groups and individual counselling are done under this scheme, including kuls and clubs, Internship Groups, Pedagogy School subject Groups, Social service Groups, Lesson Guidance Groups, and Observation Groups.

To develop the sports skills of teacher trainees, the college has established the "Navi Mumbai and Raigad District Teachers' College Sports Association" and organizes inter-college sports competitions in the teachers' colleges of these two districts every year. Various sports competitions are also organized in the college, and the trainees are given time for sports practice.

In conclusion, Government College of Education, Panvel is a quality teacher training institution that focuses on preparing future teachers from economically and socially backward sections of society, particularly tribal and rural areas. The college provides all necessary facilities and infrastructure required for education and implements various welfare schemes for student-teachers' socio-economic upliftment. Through its vision and mission, the college is contributing to the overall development of society and the nation.

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

5. CONCLUSION

Additional Information :

In addition to the previously mentioned details, here is some additional information about the Government College of Education, Panvel:

Academic Programs: Apart from offering the Bachelor of Education (B.Ed.) program, the college also provides a Master of Education (M.Ed.) course. The M.Ed. program is designed to cater to the needs of aspiring educators who wish to further enhance their knowledge and skills in the field of education.

Co-curricular and Extracurricular Activities: The college recognizes the importance of holistic development and encourages students to participate in various co-curricular and extracurricular activities. These activities include sports competitions, cultural events, seminars, workshops, and educational tours. Such engagements foster creativity, leadership, teamwork, and overall personality development among the students.

Alumni Network: The Government College of Education, Panvel, has a dedicated alumni network comprising former students who have successfully completed their teacher education programs. The alumni network provides a platform for networking, mentorship, and career guidance, allowing current students to benefit from the experiences and expertise of their seniors.

Placement Assistance: The college offers placement assistance to its graduating students. The placement cell works closely with educational institutions, schools, and other organizations to facilitate job opportunities for the students. The placement assistance includes organizing recruitment drives, conducting mock interviews, and providing career counseling to help students secure suitable teaching positions.

Research and Publications: While the college's research culture was mentioned as an area of improvement in the weaknesses section, it is worth noting that faculty members actively engage in research and academic publications. They contribute to the knowledge base in the field of education through research papers, articles, and presentations at national and international conferences.

Student Support Services: The college provides various support services to ensure the overall well-being and success of its students. These services may include counseling, mentoring, academic guidance, and assistance with scholarships and financial aid. The aim is to create a nurturing and supportive environment that helps students overcome challenges and excel in their academic pursuits.

Community Outreach: Recognizing its social responsibility, the Government College of Education, Panvel, actively engages in community outreach programs. These initiatives may include organizing educational workshops and awareness campaigns, providing support to local schools, and participating in social service activities. By actively engaging with the community, the college aims to make a positive impact on the lives of people in the surrounding areas.

These additional details highlight the comprehensive approach of the Government College of Education, Panvel, towards providing quality teacher education, fostering holistic development, and making a positive contribution to society.

Concluding Remarks :

In conclusion, the Government College of Education, Panvel, has established itself as a prominent teacher training institution in the Raigad district of Maharashtra. Since its establishment in 1970, the college has been committed to providing quality education to both urban and rural students and has made significant contributions to the field of teacher education. Despite facing certain challenges, the college has several strengths and opportunities that contribute to its growth and success.

The college's affiliation with Mumbai University, accreditation by NAAC, and recognition by NCTE demonstrate its commitment to maintaining high educational standards. The dedicated and qualified faculty, along with a healthy teacher-student ratio, ensures a conducive learning environment for the students. The college's emphasis on the process of teaching-learning in a rural context and its commitment to social responsibility reflect its focus on holistic education and humanistic values.

The college recognizes the importance of collaboration and partnerships, both within the education sector and with industry professionals. These collaborations provide valuable exposure to diverse teaching practices, research opportunities, and practical training for students. The college's efforts towards community engagement and its alumni network further strengthen its ties with society and provide support and mentorship for students.

However, the college does face some institutional weaknesses and challenges. Limited capacity, outdated infrastructure, adapting to changing educational policies, competition from private institutions, and ensuring equitable access to education are areas that require attention and improvement. Addressing these challenges will require strategic planning, resource allocation, and proactive measures to enhance the college's infrastructure, attract quality faculty, and keep pace with technological advancements in education.

Despite these challenges, the Government College of Education, Panvel, remains committed to its mission of providing quality teacher education. By capitalizing on its strengths, such as its affiliation with Mumbai University, experienced faculty, and community engagement initiatives, the college can continue to excel in its role as a pioneer in teacher education in the region.

With a focus on academic excellence, research, co-curricular activities, and student support services, the college aims to prepare well-rounded and competent educators who can contribute to the educational development of the region. By leveraging opportunities such as collaborations, research partnerships, professional development programs, and advancements in technology, the college can stay at the forefront of educational advancements and better serve its students and the community.

In conclusion, the Government College of Education, Panvel, stands as a beacon of quality teacher education, nurturing future educators who will make a positive impact in the field of education and society at large.