YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	SOCIETY OF OUR LADY OF GRACE CONVENT PUSHPANJALI COLLEGE OF EDUCATION
• Name of the Head of the institution	Sr Delicia Fernandes
• Designation	Principal In Charge
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9175745078
• Mobile No:	9167274317
• Registered e-mail ID (Principal)	pushpanjali1990@yahoo.co.in
• Alternate Email ID	pushpanjali1990@yahoo.co.in
• Address	50 M.G Road, Papdy, Vasai-West, Dt Palghar
• City/Town	Vasai
• State/UT	Maharashtra
• Pin Code	401207
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Semi-Urban**
• Financial Status	**Self-financing**
• Name of the Affiliating University	**University of Mumbai**
• Name of the IQAC Co-ordinator/Director	**Dr Agnes Dcosta**
• Phone No.	**9702949549**
• Alternate phone No.(IQAC)	**9702949549**
• Mobile (IQAC)	**9702949549**
• IQAC e-mail address	**pushpanjali1990@yahoo.co.in**
• Alternate e-mail address (IQAC)	**adcosta65@gmail.com**
3.Website address	http://pushpanjalicollege.com/
• Web-link of the AQAR: (Previous Academic Year)	http://pushpanjalicollege.com/AnnualQualityAssuranceReportfor2020-21.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://pushpanjalicollege.com/calender/Calendar2021-22.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**79.5**	**2004**	**03/05/2004**	**02/05/2009**
Cycle 2	**A**	**3.29**	**2011**	**16/09/2011**	**15/09/2016**
Cycle 3	**A+**	**3.51**	**2017**	**30/10/2017**	**29/10/2022**

6.Date of Establishment of IQAC	**15/07/2004**

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

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

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	**4**
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**
• (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**Yes**
• If yes, mention the amount	**Rs 30,000**

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

Organising NAAC Sponsored National level webinar on Quality Assurance in the Light of NEP 2020

Organising three Value Added Certificate Courses for students

Collaboration with NGOs to carry out programmes for clean environment

Conducting training sessions and workshops to be NEP 2020 compliant

Supporting innovative practices in education

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

Plan of Action	Achievements/Outcomes
Organising a NAAC sponsored Webinar	A National Level NAAC sponsored Webinar was held on 15 Sept 2022. (Linkhttps://www.youtube.com/watch?v=p8F5cg7_dyQ&t=7299s)
Value Added Courses for students	Three Value Added Courses were successfully conducted
Activities aligned with NEP 2020	workshops organised on Artificial Intelligence in Education, Game Based Pedagogy and other essential aspects of NEP 2020
Conducting Need analysis, 360 degree feedback	need analysis and feedback procured and dovetailed into the plan of action
Supporting innovations in education	one team prize and two individual prizes won for innovative ideas presented at inter institutional levels (Link :https://www.youtube.com/watch?v=LT5pjnIXDCI)
Collaboration with NGOs to carry out programmes for clean environment	Regular programmes condcuted for ebach cleaning, mangrove conservation. minimal usage of plastic
Faculty Development initiatives	inputs organised on UGC guidelines for multidisciplinary education, emerging trends in education . Faculty participated in many enrichment activities
participation of students in self study courses	students regularly participated in training sessions conducted by CIET, NCERT and other bodies. Students completed a course on Artificial Intelligence conducted by CBSE and Intel

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	15/02/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	08/12/2022

15.Multidisciplinary / interdisciplinary

The B.Ed programme by nature is an interdisciplinary programme. Courses like Environmental Education lean heavily on inputs from Science. Statistics is used for research work and for data which forms the base of many courses. Students are oriented to new developments in Educational Technology and sessions have been conducted on topics like Intellectual Property Rights, Artificial Intelligence, Virtual Reality and Augmented Reality. Educational Technology is integrated into all theory and practicum work.

Community engagement is part of the Project Based Courses for Semesters One and Four. Students pursue community engagement activities even beyond the stipulated hours. Students have carried out Action Research involving community based issues. Minimizing use of plastic and protecting local ecosystems are part of the projects undertaken. Environmental Education is an Elective Subject offered. Values are the core of all activities. Assemblies, internship lessons and activities are used to disseminate values. The syllabus followed is as prescribed by the University. However many curricular inputs (like Art and Drama in Education, E content Development, Counselling , Community Engagement, Research work) are dovetailed into the syllabus to make it holistic and multidisciplinary.

The college is working on a plan to transit to multi-disciplinary mode as per NEP 2020 recommendations. Once this is functional the decisions regarding the multiple entry exit plans will be taken. Meanwhile the faculty has made a study of UGC guidelines for Multidisciplinary institutions which will lend direction to the multiple entry exit plans once the college shifts to multidisciplinary mode.

16. Academic bank of credits (ABC):

- Students registration for ABC is in progress. Students have been oriented to the need and importance of ABC. They have created their DigiLocker accounts and done the needful regarding generating the ABC id. The college has sent the data of students ABC details to the University of Mumbai

- The faculty members have had in- house discussions on the topic Academic Bank of Credits and attended seminars conducted by UGC Human Resource Development Centre, University of Mumbai.

17. Skill development:

B.Ed is a programme geared to gaining professional skills. For augmenting Vocational Skills, following programmes have been conducted

- Certificate Course in E Content Development
- Certificate Course in Apps in Education
- Sessions on writing a CV, appearing for job interview and preparing a LinkedIn Profile have helped students to embark smoothly into the world of work.
- Regular training on Preparation for Central Teacher Eligibility Tests (CTET) are useful to pass the CTET and thus enhance job prospects.

For development of Soft Skills the following efforts have been made in 2021-22

- A 30 hour Two Credit Course Barefoot Counseling was conducted for FYBEd students in September 2022. The Course helped to gain an understanding of many skills like listening, self-awareness, empathy, decision making.
- Workshop on Stress Management was conducted.
- Regular inputs are given on life skills during the morning assembly.
- Workshops on Classroom Communication, Yoga for holistic health have ben conducted.

The VENTEL (Vocational Education, Nai Talim , Experiential Learning)

Cell is a platform for students to explore the potential of Vocational Education. During Talent Display programme, students showcase their skills in baking, cooking, food preservation, fine arts, embroidery etc and learn from their peers. The aim behind this is that when they enter their work places, they can teach such skills to the school students and thus make Vocational Education an integral part of school education.

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

Indian culture is given due emphasis through all activities. Celebration of religious and cultural festivals helps to know more about the Indian culture. Displays are arranged to support the same. Competitions like rangoli display, aarti decoration, lantern making and traditional display of food are all experiences that help to appreciate the variety of our culture. Art forms like Warli paintings are promoted. Indigenous technical knowledge and practices are discussed during courses like Environmental Education and pedagogy. The audit course Drama and Art in Education helps to promote Indian culture, Street play as a medium of reaching out to the society is given importance and special workshops are conducted for the same. As part of VENTEL Cell, students make articles of daily use form locally available eco-friendly material. Indian languages are promoted through days like Hindi Day, Marathi Literature day and through books available in regional languages.

The institution promotes respect for all languages and makes students aware of the richness of our linguistic heritage through assemblies.

Indian traditional knowledge is promoted through displays, discussions on our Indian traditional knowledge systems. The college organized a Yoga workshop to make students aware of Yoga as a means to holistic health.

Indian arts are promoted through use of Warli paintings, making packaging articles from eco-friendly materials. Students learn about dance and art forms in the Audit Course Drama and Art in Education. Street play is a unique feature of Indian drama and a workshop is conducted on the same. Thereafter students write and present their own street plays.

Indian culture is infused into all activities. Celebration of all

festivals, understanding the significance of Indian traditions, cultural display and food stall display are different means to appreciate the richness of our culture. Visits to places of cultural importance are encouraged as part of learning activities.

We intend documenting the local traditional knowledge in terms of herbal medicines, water management practices and agricultural practices. The college is situated in an area of vast biodiversity. We intend documenting the flora and fauna of the place on a suitable E Platform.

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

The college has formulated the Programme Learning Outcomes(PLOs) and Course Learning Outcomes(CLOs) for all courses. These are duly displayed on the college website and are examined at the end of the year so that remodeling and restructuring of the further curriculum can be done. All faculty members are oriented to Outcome Based Education.

Performance of students on internal assessment tasks is mapped with their Learning Outcomes. All activities planned for teaching learning of different courses are aligned to the outcomes. Bloom's Revised Taxonomy forms the basis to plan learning inputs Care is taken to ensure proper blend of knowledge, skills, attitudes and values. Variety of learning experiences both online and offline are blended to make OBE meaningful. Along with faculty inputs, input from experts is also incorporated. The e-library provides many resources to support OBE. Value Added Certificate Courses, Internship, Community engagement, Action Research and participation in workshops are means to capture OBE. Students are encouraged to participate in student led seminars and share their expertise with their peers. Case study based learning, role plays, use of online discussion boards, field visits are some approaches used for curricular transaction. All these are designed bearing in mind the PLOs and CLOs. Summative and formative assessments are an integral part of the teaching learning process.

In house faculty discussions are conducted to be conversant with the meaning and finer aspects of OBE. Faculty referred to various resources and prepared PLOs and CLOs. These were circulated for perusal and then finalized. The PLOs and CLOs are uploaded on the website for reference of all stakeholders. At the end of the academic year, assessment tasks are mapped with PLOs. Accordingly the curriculum transaction strategies for the following year are planned. Newly inducted faculty is mentored regarding OBE.

20.Distance education/online education:

From 2020-22, three Value added Certificate Courses (E Content Development, Apps in Education and Barefoot Counselling were designed by faculty. These were deployed in Blended Mode. As these courses get refined further they can be expanded to accommodate new ideas. If any other institution wants to collaborate and use these courses, the college can consider the same after required discussions. In 2020-21 the college faculty had created a course on Educational Needs of Differently abled Learners and this was hosted on Open Learn Create platform. Students from the college and other Teacher Education Institutions availed of the course. The college is open to creating such courses on Open Source platforms for wider use.

The institution has a robust repository of E resources. Platforms like H5P, OER Commons, wikieducator , Wordwall, Kahoot etc are used to the same. The resources have been prepared by faculty and students. Students develop and use E resources in their internship. The college trains the students for the same through the Value added Certificate courses and through the Ability Course Critical understanding of ICT in Education. The college has the following blogs to provide resources for Blended Learning

- Library blog http://granthpushp.blogspot.com/
- Mathematics blog http://pushpaganit.blogspot.com/
- History blog https://pcehistory.blogspot.com/
- Commerce Blog https://pcecommerceclub.blogspot.com/
- Literature club blog https://ruchaclub.blogspot.com/
- Women's Development Cell https://streevani.blogspot.com/

Videos prepared by faculty are hosted on http://pushpanjalicollege.blogspot.com/p/e-content-developed-by-faculty.html and http://pushpanjalicollege.blogspot.com/p/action-research.html

The faculty regularly keep themselves updated regarding use of technology in education and accordingly incorporate new ideas into the teaching learning process

Extended Profile

2.Student

2.1	100
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**50**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**50**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**50**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**7,75,119**

4.2 Total number of computers on campus for academic purposes	**25**

5.Teacher

5.1 Number of full-time teachers during the year:	**7**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**8**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The curriculum followed comprises of the syllabus prescribed by the University of Mumbai. In addition to this, the college also organises many experiences that are aligned to the vision and mission of the college as well as to the needs of 21st century education.

Planning the curriculum: Four curriculum planning meetings are organised each year, that is one meeting before the commencement of each semester. The Principal, faculty, student council representatives contribute their inputs. Inputs are sought from alumni, school heads and experts associated with the field of education. The curriculum planning for 2021-22 was largely influenced by contemporary documents like NEP2020.

Reviewing and Revising the Curriculum: Semester wise feedback got from students helps to review and revise the curriculum. Some times modifications have to be made in the time frame of execution of curricular activities depending on the schedules sent by the University.

Adapting curriculum to local context: Local needs are examined and wherever possible relevant activities are dovetailed into the curricular activities. Eg: visits to local mangroves was carried out to promote eco awareness.

Thus curriculum planning is considered the hub around which further curricular activities are designed and deployed.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	**No File Uploaded**

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 Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**A. All of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://pushpanjalicollege.com/LearningOutcomes.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available

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

8

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

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

3

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

3

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	**No File Uploaded**

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

50

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

50

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	**No File Uploaded**

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

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

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

54

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

54

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

1.3 - Curriculum Enrichment

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

To provide a coherent understanding of the field of Teacher Education, the college organises orientation before each semester. Internship programmes, interaction with experts and field visits to various places also benefit the students. Value Added Courses in technology in education and Counselling help to understand and experience the various facets of Teacher Education.

Students need to gain procedural knowledge according to the pedagogy subjects that they opt for.Internship , workshops in preparing learning resources, subject specific inputs(eg training in virtual laboratories for Science pedagogy, use of Geogebra in Mathematics) , interaction with teachers teaching in schools from different borads of education are some experiences that help to get indepth procedural knowledge according to the chosen subjects.

Extrapolating one's knowledge and application of acquired competencies is done through lessons given during internship, through action research programme and by trying innovative ways of teaching. Value added Courses in technology include practical work where students prepare Open Education Resources (OERs)which are used during their practice lessons.

Skills are dovetailed into all activites. Emotional Intelligence is necessary during team work, while interacting with school students,

school teachers, peers. Critical thinking is integrated into lessons, during discussions. Collaboration with others plays a vital role during co curricular activites. In fact all activities include some or the other life skill and inputs for the same are given during assemblies and workshops.

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

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

Courses like Educational Management and Pedagogy of School Subjects include content wherein students learn about the development of school system and the diverse systems in India. The Boards of Education (State Board, ICSE, CBSE , IB and IGCSE) are explored indepth through discussions, meetings with experts and library study.Visits to schools of different Boards and internship experience helps to understand how these Boards function. The websites of the various boards are analysed from time to time to gain an understanding of the working of the Boards. During the Course Assessment for Learning, students explore the assessment patterns of the Boards. A special programme is conducted to interact with teachers working in schools affiliated to different Boards and this helps to resolve doubts and gain a thorough understanding of the nuances of the working of each Board.

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

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

Ensuring that students are well prepared to enter into the professional field is an important goal of the Two Year B.Ed Course. Emphasis is laid on various facets like robust theorotical base, variety of field experiences and development of skills essential for a teacher. Contemporary topics like 21st century learning skills, emphasis on techno pedagogy and action research are given due importance. Students follow reflective practices to see the close connection between theory and practicum. Value added courses and self study courses encourage the students to go beyond prescribed syllabi. The internship experience is very vital in providing practical experiences. Many guest lectures are organised throughout the year to ensure that students gain from the expertise of people working in varied situations. Discussions on important documents like NEP 2020, National Curriculum Framework etc are dovetailed into the interactions so that students can see how different programmes are closely connected to school education.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice	Four of the above

Teaching Schools/TEI

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

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

4

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

4

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

After students are admitted, their needs are assessed through a tool prepared for the purpose. Face to face interaction with the faculty also helps to identify individual needs. The CGPA scored by the students and the performance at the Common Entrance Test also provide data to find out the areas where the students might need academic support. Much information is gathered from the one to one interaction that students have with the faculty . As part of pre internship programme students deliver few lessons among their peers. These are duly evaluated by the faculty and through this one can identify the levels of classroom communication, content mastery and teaching skills.

Academic support is provided to ensure that content, pedagogic skills and technological skills are developed so that the professional education programme is smoothly completed. This support includes workshops in teaching skills, content enrichment programme, special inputs via Google Classroom, remedial inputs on a one to one basis. Peer support is provided to those students who need the same.

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

14:1

2.2.4.1 - Number of mentors in the Institution

7

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

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Faculty uses multi modal approach in the curriculum transaction. Participatory methods are used widely. Blended learning is an integral part of the teaching learning process. The LMS Google Classroom is used effectively to have discussions, share material and explore content beyond the set syllabus. Field trips,internship experiences augment classroom learning. Small group learning, focused group discussions(both offline and online) and activity centred learning is encouraged. Workshops add a practical slant tothe curriculum transaction. Experts are invited to interact with students. Students are motivated to share their learning through discussions or showcase the same through videos.

Student led seminars, webquests, experiential learning (through virtual visits, simulations), brain storming for problem solving(supported by platforms like jamboard land ideaboardz), collaborative learning (done through Google slides), group discussions are some participatory methods used.

Constructivist methods like 7 E approach are used in Languages and Science, Social Inquiry Method and Virtual tours are used in History, Commerce, Economics, Mathematics and Science incorporate Concept Attainment Model, Virtual manipulatives and Virtual laboratories are used in Mathematics and Science. All these approaches are used by the faculty as well during Pedagogy Courses.

The basic rationale in adopting these learning modes is to make the learning relevant and to foster theory-practical connections. Inter disciplinary learning is actualised through such approaches.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	**No File Uploaded**

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

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://pushpanjalicollege.blogspot.com/p/about-lms.html
Any other relevant information	View File

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

100

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	http://pushpanjalicollege.blogspot.com/p/ict-links-for-curricular-transaction.html
Any other relevant information	No File Uploaded

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

Mentoring is a part of interactions that occur in the college. It is sometimes in formal set up and at times also done informally depending upon the situation and urgency of matter.

Students are mentored regarding working in teams. Internship, community work and cocurricular activities are often done in teams. the faculty in charge orient and guide the students regarding healthy team ethos.

Students are mentored with respect to respecting and dealing with student diversity. The faculty provides insights into different activities based on multiple intelligences and learning styles.

In order that students conduct themselves in an appropriate manner, the code of conduct is explained to students and also displayed on the website. Similarly before going to schools for internship, the faculty in charge discusses the code of conduct with the internship group.

The course on Barefoot Counselling and inputs on stress management have helped to find ways to manage work and home stress. Due consideration is given to those who need help in difficult situations such as coping with illness or those having issues at home.

Regular inputs are organised so that faculty and students keep abreast of the recent developments in education and life. Often such inputs are part of discussions held during lectures.

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

Creativity,innovativeness and development of cognitive, affective and psychomotor competencies is part of all curricular and co curricular activities. To achieve these goals, discussions, student led seminars, workshops, practical activities and reflective exercises are organised.

All students give lessons based on Vocational Education,Nai Talim and Experiential Learning (VENTEL) thus honing their own creativity as well as that of the students. Empathy is developed through community work and outreach programmes. Life skills are nurtured through workshops on stress management and courses such as Barefoot

Counselling.

Critical thinking, creativity, collaboration and communication are viewed as the four vital 21st century skills. To help students imbibe these skills, discussions are part of the teaching learning process. Also online platforms are used for discussions.

Students are trained in puppet making and creating learning resources thus helping to develop creativity. They also learn to make use of online platforms to develop creative online resources that can be used in the classroom. Innovative practices are encouraged and students often showcase their innovations at intercollegiate events. In 2021-22 two such innovative practices won prizes in inter collegiate competitions.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as	Ten/All of the above

preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	**No File Uploaded**

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

1. **Selection/identification of schools for internship: participative/on request : The college selects internship schools depending on proximity and availability of the schools.**
2. **Orientation to school principal/teachers:The faculty members meet the principals and school teachers and discuss the various academic and non academic experiences that the sudent teachers would undertake during internship.**
3. **Orientation to students going for internship: Orientation is given to students going for internship before the internship. The mentor teacher monitors and guides students duringinternship.**
4. **Defining role of teachers of the institution: The faculty members mentor the internees regarding activities to be done during internship. They guide students, check the lesson plans,supervise and evaluate the lessons given by internees.**
5. **Streamlining mode/s of assessment of student performance: Students performance with respect to the internship lessons is evaluated with the help of a rating scale that covers all essential criteria.Feedback is also given on a one to one basis. School teachers observe some lessons and provide their feedback. Peer feedback is part of the assessment. Thus multi rater assessment is followed to assess student performance.**
6. **Exposure to variety of school set ups: Internship is organised in schools affiliated to different Boards so that students get a holistic internship experience.**

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

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

2.4.9.1 - Number of final year students during the academic year

50

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

teachers and peers.

Teacher Educators discuss internship plans with the School Principal and ensure that there is smooth coordination to have a successful internship. Internees are mentored to to prepare the timetable for lessons and activities . Student teachers are coached for the lessons.

The School Principal or Coordinator generally interacts with the internees and guides wherever required. Various responsibilties are assigned to internees by the school Principal or by the coordinators.

The school teachers allot units for lessons and convey their expectations to students. Co teaching lessons with school teachers are guided and evaluated by the school teachers. Internees shadow school teachers and learn from them.

Peer support is very vital to organise the timetables, conduct activities, and coordinate with teachers. Peer feedback is given. Group activities such as co curricular activities organised in schools are dependent on peer coordination and support.

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

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

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

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

7

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

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

3

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

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

128

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

128

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

Teachers keep themselves updated professionally by participating in conferences, seminars and other faculty development programmes. Reflection on pertinent themes related to education and teacher education is duly carried out. The IQAC organises sessions for teachers to discuss documents released by bodies like UGC and MoE. Emerging trends in education are studied and exchange of thoughts is encouraged.

Contemporary topics like Artificial Intelligence, Robotics, Virtual Learning and Augmented Reality are making their impact on education. Hence in house discussions on the same were held on 2 May 2022.

On 2 Sept 2022, a session was conducted to understand UGC guidelines to transform existing Higher Education Institutions to Multi-disciplinary Institutions.

Faculty members have attended expert lectures on emerging trends like Academic Bank of Credits, Multiple Entry Exit options for UG programmes etc.

The National level NAAC sponsored webinar held on 15 Sept 2022 was a platform to reflect and discuss quality assurance in the light of NEP 2020.

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation (CIE)is in accordance to norms prescribed by University of Mumbai. Each theory course has an internal assessment component of 40 marks (out of 100) comprising of essay (5 marks), two assignments of 10 marks each and one class test of 15 marks. Required orientation and guidance is given for the same.

There are Project Based Courses in each semester.

Semester One: CoCurricular activities and 1 week of Community Work (50 marks)

Semester Two: Three week Internship including 5 lessons, observation of lessons of school teachers and peers, school based activities (100 marks)

Semester Three: 11 week Internship including 15 lessons, school based activities, maintaining reflective journal, administration of unit test (200 marks)

Semester Four: 4 week internship including 10 lessons, maintaining reflective journal, creating a learning resource, action research, 1 week community work (150 marks)

There are two Ability Based courses held one each in Semester One and Four and one Audit Course on Drama and Art in Education. These courses are assessed and evaluated by the college.

The CIE is well spread over the academic year. Regular inputs and feedback are given to students.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	**No File Uploaded**

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

Prior to the examination, grievances generally include grievances related to examination schedule. Procedure for grievance redressal related to examinations is as follows: (i) the students may directly approach the Principal or Faculty in charge of examinations and put forth the grievance. (ii) The grievance is resolved after discussion with faculty and required changes are made in the examination schedule. (iii) Changes are communicated to students with due reasons.

The second type of grievance is related to evaluation. Procedure to address the same (i) the student can directly approach the concerned faculty and resolve the doubt. (ii) In case there is a lapse on part of faculty due rectification is made and the changes are conveyed to the faculty in charge of examination and the office to update the mark sheet.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](View%20File)
Any other relevant information	No File Uploaded

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

Academic calendar is prepared for each semester. The schedules for essays, submission of assignments, internship and other project based activities are spread throughout the term so as to provide proper time to complete the activities after adequate reference work. All dates for submission of assignments are duly displayed in advance. Provision is made on Google classroom to upload the documents. In case of illness or any other unforeseen difficulties, late submission is permitted with the consent of the concerned faculty. By and large the schedule is followed. The Class tests and mock examinations are planned at the beginning of the term but these may be rescheduled as per the arrangement of the terms declared by the University and as per the dates of the final examination declared. Faculty is also informed regarding the dates to complete the evaluation and offer feedback to students.

2.7 - Student Performance and Learning Outcomes

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

The PLOs and CLOs had been formulated in 2020-21. These are duly revisited in case any modifications are needed. The activities planned reflect the PLOs both for curricular and co-curricular components. While planning the teaching learning and evaluation activities for each course, the CLOs are kept in mind and appropriate activities are selected. Contemporary changes in

education require the programme to be updated and accordingly Value Added Courses and interaction with experts are organised. Here too the PLOs are kept in mind. Value Added Courses have their own set of CLOs. Faculty members revisit the CLOs and check if the CLOs are being met through the course. Entire curriculum is mapped with the PLOs and wherever possible cross disciplinary approach is adopted.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

The activities planned and organised are in accordance with the PLOs and CLOs. Internal assessment includes the following and these help in developing professional and personal attributes Semester One: Cocurricular activities and 1 week of community work

Semester Two: Internship of 3 weeks

Semester Three: Internship of 11 weeks , preparation of Unit test

Semester Four: Internship of 4 weeks, one week of community work , action research, preparing learning resources

The Audit Course in Drama and Art in Education, Ability courses on ICT in Education and Reading and Reflecting on Texts are activity based courses which are also in tune with the PLOs and CLOs. The performance in these courses is also duly monitored. Each theory

course includes two assignments which involve research, visits, activities and these help to develop professional attributes which are aligned to the PLOs and CLOs. Self reflection and Peer review of work is encouraged giving multidimensional feeback to students.Other than the afore mentioned activities, participation in Value Added Courses, co curricular activities and inter collegiate events promotes professional and personal attributes.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

98

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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

After admission, the learning needs of the students were identified through a self disclosure tool. Interaction with students also gives insights into their learning needs. Appropriate learning activities and evaluation activities are then conducted. Learning needs are assessed on basis of performance in examinations conducted by University, performance in internship lessons, community related and co-curricular activities, and Value added Courses. Some examples in

support of the claim are cited below:

(1) There was felt need to train students in effective use of ICT in teaching learning. The Ability Course ICT in Education and the Value Added Courses on E Content Development and Apps in Education were duly completed by students. All students prepared and used E resources in internship.

(2) Development of communication skills was a learning need identfied in case of some students. Workshops in communication and regular mentoring helped to fill the gap and these students now communicate effectively with confidence.

(3) At the University examination 3 students scored O grade, 38 got an A+ grade , 8 got A grade and 1 was placed in B grade. This reflects that students gained good theoretical base of various aspects of education.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://pushpanjalicollege.com/StudentSatisfactionSurvey2021-22.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

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

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

try-outs Material and procedural supports

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

3.2 - Research Publications

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

0

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

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

7

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	**No File Uploaded**
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

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

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

5

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

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

100

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

100

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

100

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

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

In the year 2021-22 the following outreach activities were organised to sensitize students towards social issues and facilitate contribution to community development - beach cleaning, mangrove conservation, collection of pulses for people of marginalised areas, Each one teach one programme,collection of plastic waste and safe disposal of the same, assistance at Umed centre for persons with mental and physical challenges.

These outreach programmes were conducted in collaboration with various NGOs. Students interacted with environmentalist Lisbon Ferrao and were sensitized to the need to conserve local mangroves.

The beach cleaning activity sensitised the students to environmental issues associated with coastal areas. Working with persons with physical and mental challenges helped in understanding the concept of inclusivity. Students collected pulses for distribution in marginalised areas and thus were sensitized to the issue of malnutrition. The regular beach cleaning programmes were useful to be aware of the local environmental issues. Collection and safe disposal of plastic waste was regularly carried out and this helped in adopting minimal use of plastic.

Besides the above mentioned activities, student-teachers reached out to school students during their internship programme and included social and envrionmental issues in their lessons.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	[View File](#)
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

1

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

1

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

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

1

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The facilities for teaching learning are in alignment with the norms prescribed by NCTE. Three classrooms are equipped with LCD and computers. The college has separate rooms for pedagogy lectures. The library cum reading room is well stocked with reference books and journals. E books are uploaded on library computers as well as on the library blog. A multipurpose hall, ICT resource centre, Science Laboratory, Art Resource Centre, Curriculum Laboratory, separate common rooms for male and female students, staff room, administrative office, Principal's office, Conference Room, storage space, sports field are other features of the infra-structure. Total 25 computers are available. Reprographic facility is available in the office and in the library. Various psychological tests and equipment for experiments in Psychology is available. Wi-fi facility is available in all rooms. Annual maintenance of all infra-structure and electronic hardware is carried out annually. Other than physical facilities , the college also has an LMS (Google Suite) and a number of digital platforms to augment the face to face experiences for students.

File Description	Documents
List of physical facilities available for teaching learning	<u>View File</u>
Geo-tagged photographs	<u>View File</u>
Any other relevant information	**No File Uploaded**

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://pushpanjalicollege.com/ICT.php
Any other relevant information	No File Uploaded

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

191385

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

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The library uses Library Management Software to enter records of of newly purchased books. Data entry, use of books and renewal of books is maintained through this software. The data of books borrowed by students and faculty is maintained. Students are given a set of books from the Book Bank for use throughout the year. Details of the same are maintained in the library software. The names of most frequent users can also be found through the software. The software helps to trace the book user and this facility is useful if a book has limited copies and is required to be returned immediately to the library. Library has one computer for use of librarian and three computers with internet faciltiy for use of research shcolars and students. Printing , scanning and photocopying services are also available.

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

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

The college has a digital library in the form of a blog http://granthpushp.blogspot.com/ . This platform is regularly updated with free E books, E journals and other resources of significance. Links of videos created by channels like Swayamprabha are also given publicity. The faculty inform students of relevant links to augment the inputs given during the formal lectures. Research journals, articles are duly displayed and this helps during Action Research and assignment work. Contemporary Topics like Artificial Intelligence etc are also introduced to students through this digital library. Alumni also use this resource when they pursue higher education or research. The blog also showcases books that examine best practices in education and these are useful for quality assurance. Links to books by NAAC, UNESCO and such other bodies are duly displayed for the faculty to peruse and be in touch with modern developments in Teacher-Education.

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

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

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	**No File Uploaded**
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

34295

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

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

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

76

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://pushpanjalicollege.blogspot.com/p/academics.html
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

The college has ICT facilities such as computers, wi fi connection, printer, scanner, LCDs. The ICT laboratory has 13 computers exclusively for student use and the library has four computers, one for librarian and three for use of students. The software is regularly upgraded as and when necessary. ICT facilities like PC and LCD are used for teaching learning.There is one computer in the staff room and one in the Principal's office. A laptop is also

available for use. The office is fully automated with desktops, printers, scanners. All equipment is duly maintained by qualified technicians who visit whenever there is an issue. Annual upkeep of all computers, regular maintainence is also done.

Wifi facility was introduced on 15/01/2008 and has been subsequently upgraded as per the need. The latest upgradation was done on 26 November 2021.Presently the wi fi speed is 15 mbps and is provided by the local internet service provider.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

6:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Two of the above

File Description	Documents
Data as per Data Template	*View File*
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=LASSR0dHawE
List the equipment purchased for claimed facilities along with the relevant bills	*View File*
Link to the e-content developed by the faculty of the institution	http://pushpanjalicollege.blogspot.com/p/e-content-developed-by-faculty.html
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

239780

File Description	Documents
Data as per Data Template	*View File*
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	*View File*
Any other relevant information	**No File Uploaded**

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Maintainance of resources: Physical infrastructure is maintained by the support staff . Infrastructural repairs are carried out by competent personnel. Electrical equipment and connections are checked from time to time by a qualified electrician. Computers and other electronic equipment are maintained by competent persons. Generally equipment purchased withinwarranty period is checked and maintained by the company technicians.

Utilization of resources: All resources are utilised to the maximum . Notices regarding how to use resources carefully are displayed at

all places. Resources like computers are used by mutual understanding. If students need to use the same, then they are sent in batches.

Utilisation and maintainence of library: Annual stock checking helps to weed out old and damaged books. Accordingly new replacements are also procured. If any book has limited copies, students avail of it on a first come first served basis . Lending period for such books is decided by the librarian. The librarian carries our minor repair of damages to books if required.

Maintainence of Learning Resources: The Curriculum Laboratory has learning resources and these are maintained by the support staff. Damaged resources are immediately repaired . Similarly the Science laboratory also is maintained by the support staff.

File Description	Documents
Appropriate link(s) on the institutional website	http://pushpanjalicollege.com/ProceduresandPolicies-Resources.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

| 5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning | All of the above |

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	**No File Uploaded**
Report of the Placement Cell	View File
Any other relevant information	**No File Uploaded**

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
46	50

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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

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

3

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

3

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

The Student Council is extremely involved and proactive in contributing to students' welfare. All co-curricular activities are organised through the Student Council. The Student Council coordinates between the Principal/ faculty and the Students. Grievances and suggestions are put forth through the Student Council. Two members of the Student Council are part of the IQAC amd CDC and they offer suggestions for quality improvement based on their experiences. During Placement activities, the Student Council assists by ensuring smooth arrangements for the interview. The Council helps to coordinate out- of- college activities like picnics, field visits and community work. During guest lectures, seminars and other such programmes the Council assists by anchoring the programme and helping to keep photographic, video and documentary evidences. The council also communicates specific learning needs of students which then may be incorporated in the curriculum as and when possible. The Student Council coordinates with the Alumni to arrange programmes for the students. Thus the Student Council helps in curricular and co curricular activities for holistic development.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

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

25

File Description	Documents
Data as per Data Template	*View File*
Reports of the events along with the photographs with captions and dates	*View File*
Copy of circular / brochure indicating such kind of events	*View File*
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

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

The college has an Alumni Association. Alumni regularly contribute to the development of the institution by offering their expertise and advice. The members of the association are

1. **proactive on bodies like College Development Committee and IQAC**
2. **invited as resource persons for various sessions**
3. **supportive towards a robust curriculum by designing and deploying value added courses**
4. **helpful during Placement Cell activities**
5. **helpful in providing guidance in academic, co-curricular and technical areas**

In the year 2021-22 alumni presented demonstration lessons in different subjects. These lessons were very helpful to the students embarking on their internship programme. The alumni were resource persons at programmes organised by the college. They helped in conducting workshops that gave students valuable inputs in teaching-learning especially with respect to use of technology.

During Placement, alumni have helped in conveying information about vacancies and also helped students to apply and prepare for the same.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

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

The Alumni of the college readily render their expertise and conduct sessions and workshops for students on pertinent topics. This is done in coordination with PUSHPADEEP(Pushpanjali's Dept of Extension Education Programmes). Alumni keep the college informed of their acheivements and the various sessions they themselves have attended. The faculty discusses the kind of programmes envisaged for the student-teachers and this helps to plan workshops and training sessions.The alumni function assist in conducting co -curricular activities and offer their advice in the capacity of judges for the same.The college maintains contact with all alumni through the social networking groups which are formed batch wise. While planning the curriculum inputs from alumni are borne in mind. Alumni are an integral part of the College Development Committee and the IQAC. They offer suggestions and help to organise programmes to recognise, nurture and develop talent in students.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The Vision of the college is 'Education for the Life of the World' and the Mission statement is 'To impart Liberating, Inspiring, Formative and Empowering Education'. All aspects of governance reflect the vision and the mission. The governing body guides the process and gives freedom to innovate and experiment. Efforts of the faculty, staff and students are appreciated. The annual plans of the institution vibe with the mission and reflect activities aligned to the vision and mission. The staff, students and alumni are represented in all important bodies and their views are respected. There is synergy between academic practices, social empathy and co-curricular responsibilities to ensure holistic development. Decentralisaiton and good coordination between the staff and the

management is evident in all actions.Regular updates are given to the governing body through the Principal and the faculty in turn is also attuned to the expectations and views of the management. The faculty maintains a healthy relationship with the internship schools and the alumni as their contribution to various aspects in valued.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The activities in the college are conducted with much decentralisation. The management, CDC and IQAC are involved in planning, mentoring and execution. However there is great degree of academic and administrative freedom. There are a number of committees and cells like admission committee, examination committee, library committee etc. Each of these plan and excute their activities in coordination with other committees.The Principal is the chairperson of most committees in the college and guides the faculty, staff and students in preparing action plans and executing the same. Students are included in bodies like College Development Committee, IQAC and Discipline Committee. High degree of decentralisation is evident from the fact that many activities are planned and executed by students with the faculty mentoring them . Alumni are involved in participative management by being part of curriculum framing and curricular transaction. Alumni contribute their suggestions that help to design robust activities to achieve the set goals. Thus decentralisation and participative management are dovetailed in the college functioning and at the same time proper coordination ensures that all activites are aligned to the vision and mission of the college

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

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

The college follows complete transparency in all areas.

Financial transparency: Receipts are provided for all fees collected. All purchases are made following proper procedure. In case of major expenses decisions are taken as per protocol. Annual budget and audited statements are placed before the College Development Committee. Internal as well as external financial audit is carried out.

Academic transparency:The annual academic plan is drawn up after discussion with faculty. Students are oriented to the same. Semester wise Orientation is conducted to clarify all essential aspects and to explain the criteria for assessment . Evaluated answer sheets with the comments of the examiner are given to students. University results and examination related notices are duly displayed on the notice board.

Administrative Transparency: Admissions are done as per the norms and procedures of the Maharashtra State CET cell. Staff recruitment and placements are done in a transparent manner. For appointments the selection committee is formed as per the University norms. Notices for all events are displayed on the notice boards. The website of the college displays annual plan, feedback from stakeholders, AQAR. The blogs furnish all information about activities conducted.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

The strategic plan of the college contains four major goals further subdivided into target goals. One of these is to deliberate on important documents and integrate recommendations into the teaching learning process. To meet this goal, the college conducted the following programmes/activities in 2021-22:

(1) NAAC sponsored National level webinar on Quality Assurance in the Light of NEP 2020. This webinar held on 15 Sept 2022 was attended by more than 80 teacher educators, principals of colleges and schools, school teachers and student teachers.

(2) In house discusssion on contemporary topics like Artificial Intelligence and documents released by the UGC such as guidelines for Multi discipinary HEIs

(3) The faculty attended expert sessions on Academic Bank of Credits, Multiple Entry Exit for Under graduate courses, Educational Framework for Global Citizenship. Learnings from all the above mentioned programmes are integrated into the curriculum.For example, students have begun registering for Academic Bank of Credits and created their Digilockers.

(4) NEP 2020 suggests integration of Art , Games into teaching learning. Student teachers have tried innovative methods based on these suggestions.

Thus the institutional strategic plan with respect to implementation of NEP 2020 is being duly followed.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://pushpanjalicollege.com/GeneralWorking oftheCollege.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The Governing Body, comprising of representatives of the Society of Our Lady of Grace Convent, coordinates with the Principal regarding steps to be taken for the college development. The College Development Committee comprises of representatives from the Governing body, administrative set up, faculty, alumni, students and members from the local community. Regular meetings are held to plan and discuss programmes. The IQAC takes steps to ensure an ethos of quality. Whenever a policy is to be drawn or decisions have to be made, democratic process is encouraged. Appointments for vacant positions are done after following the process prescribed by the University of Mumbai. Service rules are explained to the staff and duly followed. In case of lapses if any, the Manager and Principal bring it to the notice of the concerned staff member so that the functioning of the college is not affected. Annual plans are put forth in meetings and discussed thoroughly before implementation. There is transparency in the functioning of the college. All members of the various bodies keep themselves abreast of changes in the educational scenario as this helps to arrive at sound decisions.

File Description	Documents
Link to organogram on the institutional website	http://pushpanjalicollege.com/CollegeOrganogram.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

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

During the meetings of CDC and IQAC definite decisions are taken and these are followed through. During the IQAC meeting of 22 Feb 2022, it was decided that sessions should be conducted in alignment with the recommendations of NEP 2020. In accordance with the same, the following actions ensured that the decision was duly followed. Accordingly the following programmes were conducted : (1) Organisation of NAAC sponsored National level webinar on Quality Assurance in the Light of NEP 2020 (2) Sessions on Artificial Intelligence in Education for faculty and students (3) Workshop on Game Based pedagogy for students (4) Faculty attended many orientation programmes to assimilate the essence of NEP 2020 and gain insights into new ideas like Academic Bank of Credits, Multiple Entry Exit options, Multidisciplinarity in Higher Education . UGC guidelines for the same were discussed during faculty enrichment sessions organised by the college.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

The welfare measures for the teaching and non teaching staff include the following

1. Employees Provident Fund is deposited each month and the staff are duly notified about the same
2. Gratuity on retirement
3. Loan facility in case of need
4. Duty leave to staff pursuing higher education, research work
5. special concession in case the children of the staff are appearing for board examinations.
6. children of non teaching staff are given monetary incentives for their good performance in examinations
7. registration sharges to faculty attending seminars and workshops
8. individual and family counselling if required

All above welfare measures have been communicated to the staff. In case of loans or procuring leave, the staff has to make an application. This is put forth before the management for perusal and approval. The monetary incentive for the children of non teaching is disbursed annually. Gratutity and Employees Provident Fund are disbursed on retirement.

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

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

4

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

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

6

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

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

6

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

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

Performance appraisal system is done annually for teaching and non-teaching staff. The teaching staff is appraised on basis of teaching-learning activities, evaluation, participation in FDP and research, contribution to college and community, departmental work and other attributes like coordination with management and peers.. The staff members fill the details of their work in a pre-decided proforma which is then evaluated by the Principal and one management representative of the College Development Committee. Feedback is given to the faculty members..

Non-Teaching staff is appraised with respect to work efficiency and commitment, initiative towards learning newer trends in their respective areas, leadership and team work, discipline and regularity.

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

6.4 - Financial Management and Resource Mobilization

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

The college maintains record of day today expenditure in a cash-book which is maintained by the college office. A financial audit is

conducted every year by a Registered Chartered Accountant. A registered Chartered Accountant visits the college bi- annually for checking of the accounts. Post audit, the Chartered Accountant gives the Income & expenditure account and Balance sheet. The college is managed by the Congregation of Carmelite Religious. All educational institutions managed by this body are subjected to internal audit which is conducted by the members of the Provincial Team .

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

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

30000

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

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

Student Tuition Fees are the source of income. At times philanthropists, well wishers or some organsations donate funds to the college. At the begining of the financial year, the budget is placed before the College Development Committee and there is discussion regarding how financial resources are to be utilised. Augumentation of infrastructure and enhancement of existing facilities are decided as per the need and priority. Management

provides need based loans to the institution if required. Sponsorship is sought for seminars and conferences . Utilisation of funds is scrutinised by College Development Committee as well as by the Governing Body. For large expenses, quotations are sought from vendors and service providers. These are scrutinised by the Governing Body and then decisions are taken. The Management takes care to ensure that expenditure is within the allotted budget. Optimal utilisation of resources is encouraged. Research scholars can access library resources for a nominal fee.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

IQAC members meet four times a year. Other meetings for quality assurance are held where the Principal, IQAC coordinator and few faculty members meet to review the working and address issues that might be pertinent to ensuring quality. The IQAC draws the plan of action at the commencement of the academic year. This is duly reviewed and then finalised with modification suggested by members. The plan is circulated to all staff members so that it can be deployed suitably. Timely feedback is sought and if there are any impediments in executing the plan then these are addressed through collaboration. New initiatives are discussed during meetings and implementation is followed closely. Action taken reports are presented at subsequent meetings. The AQAR is prepared and placed before the CDC and IQAC for approval. The IQAC continually refers to NAAC website to peruse through material and documents that can help to enhance the quality in the college.SWOC analysis is undertaken by the college.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

The faculty prepares course wise plans often drawing from experiences of earlier academic year. All plans are submitted to the Principal for perusal. During the course of curricular transaction, the faculty incorporate ICT and also try to include innovative techniques. The outcome of the use of new techniques is examined through self-reflection and student feedback or response to the technique. If needed these innovative practices are refined and then made a regular feature of the teaching learning process. During faulty meetings and curriculum planning meetings faculty members share their experience of the teaching learning process thus encouraging hybridisation of thoughts. Students provide feedback on teaching learning process when annual feedback is solicited from them. The material used by faculty is uploaded on Google classroom of each course. The Principal often peruses the same and offers her suggestions and feedback. Components of teaching learning such as Internship, Action Research and all workshops are always done in collaborative mode. A judicious blend of synchronous and asynchronous, offline and online activities is always adopted

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

40

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://pushpanjalicollege.com/MinutesofIQACMeetings2021-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://pushpanjalicollege.com/AQARs.php
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

Two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation are described below:

(1) Encourgaing innovations in education: Faculty and students are encouraged to try new techniques to enhance the quality of teaching learning process. In 2021-22 the innovative practice 'Blended Learning through Story Quest' was awarded the first place by Homi Bhabha Centre for Science Education in an inter institutional competition. A plan in Blended learning presented by a student won the second place at a national level competition. Faculty member Dr Agnes Dcosta won the first place for her innovative learning strategy 'Connect, Collaborate, Create' presented at an intercollegiate event for faculty organised by University of Mumbai's Dept of Education and Pillai's College of Education and Research. Also QR codes were implemented to reduce printing of documents.

(2) Improvements in Technology Enabled Learning:Value added courses E Content Development and Apps in Education were conducted. Students and faculty completed courses in Artifical Intelligence and other contemporary topics. E Resources and OERs created for learning.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college has an architecture that makes maximum use of natural lighting and natural ventilation and hence use of lights and fans is reduced. Energy is conserved by using devices only when required.

Fans and lights are switched off when not in use.Posters put up near the switch boards remind users to switch off appliances when not in use. The institution uses electricity supplied by the Maharashtra State Electricity Board. Careful use of electirical appliances, regular maintainence, use of energy efficient CFL bulbs are some ways to ensure energy conservation. The staff and students are well informed regarding the Energy Policy of the college and at all times they use energy carefully. Other than conservation of electricity, the college also emphasizes on wise use of other resources like water. Students incorporate the message of energy conservation during their internship lessons.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	No File Uploaded

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

Waste in the college is segregated into wet and dry waste. The dry waste is disposed via the Municipal authorities. Decomposable wet waste is put into the compost pit. E waste is disposed through a vendor and if possible recycling can be carried out. No E waste is dumped into dustbins. As far as possible, printing is carried only if required. QR codes have been introduced to reduce printing of reports.Used Paper is disposed through a recycler. Plastic waste is avoided as the campus has a no plastic policy. Students are trained to recycle waste in the right manner. This is done through workshops conducted by NGO with which they collaborate for community work. Recycling, repurposing, reuse and rejecting unnecessary consumption are some of the strategies that are regularly used.

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

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

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

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	All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

The college is situated amidst greenery and efforts are made to maintain the same. The campus has many trees and plants which are well maintained. Aesthetic layout of small gardens, use of galleries to nurture potted plants is part of the beautification process. When trees shed leaves the leaves are disposed via the compost pit. The tree cover alongside the playground helps to keep the area cool. The verdant surroundings attract many birds and butterfly species adding to the beauty of the campus. The management and principal carry out regular inspections to ensure that the campus is kept clean and hygienic. Regular beautification of the campus is carried with importance given to planting of native trees.

Cleanliness is duly maintained through regular cleaning of the

premises. Relevant boards emphasizing cleanliness are displayed near wash basins and in the rest room area. Hygienic sanitation is ensured through regular cleaning of washrooms and regular maintenance.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

Four of the above

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

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

0

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

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

The college is situated in an area where traditional knowledge practices have been practised by many generations. The community supports agro based practices like composting, natural rain water harvesting through ponds and local water reservoirs are used regularly by residents. Over time many of these water bodies are under threat due to increase in urbanisation. The college addresses these challenges by encouraging students to research into local practices. Students are made aware of the indigenous technical knowledge practices through the course Environmental Education. Some students carry small scale research on such topics as part of their assignments for Environmental Education. Experts from local NGOs interact with students to demonstrate ways to manage waste. Relevant Case studies are duly discussed. The local beaches are cared for through regular beach cleaning. There have been efforts to emphasize on mangrove conservation as mangroves are an integral part of the local ecosystem.

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

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice One:Empowering Teachers for NEP 2020

As part of the best practice mentioned above the college organised eight programmes to understand and adopt the recommendations of NEP 2020. These included a NAAC sponsored webinar held on 15 Sept 2022, sessions for students and faculty to understand game based pedagogy, Indian Sign Language and ICT in education.

Best Practice Two:Community Engagement for Eco sensitivity

Under the above mentioned best practice the college has engaged in participation in Regular Beach clean ups,Sensitization to threats like depletion of mangroves and Refusal of one time plastic usage , Safe disposal of plastic and spreading awareness about perils of plastic. These programmes have been carried out in collaboration with local NGOs.

Details of both best practices are in the document attached under any other relevant information

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

The college is committed to environment and social causes. In this respect the college regularly conducts cleanliness drives especially to clear the local beaches of waste. This is done in collaboration with NGOs. Mangroves are an intergral component of the local ecosystem and conservation of mangroves is emphasized. A no plastic policy is advocated. To minimise use of plastic students spread awareness in their locality and assist in safe disposal of plastics. Students visit local institutions working with persons with challenges. They also visit old age homes and orphanages to help the inmates.Some students have adopted the each one teach one scheme to help students who faced academic difficulties during the pandemic.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	**No File Uploaded**