



YEARLY STATUS REPORT - 2020-2021

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	Dr. Mabel Pimenta	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	7620500812	
• Mobile No:	9960631960	
• Registered e-mail ID (Principal)	pushpanjali1990@yahoo.co.in	
• Alternate Email ID	pimentamabel60@gmail.com	
• 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	Mrs Angelina Nunes				
• Phone No.	917219146413				
• Alternate phone No.(IQAC)	919822620194				
• Mobile (IQAC)	919822620194				
• IQAC e-mail address	pushpanjali1990@yahoo.co.in				
• Alternate e-mail address (IQAC)	anjununes1962@gmail.com				
3.Website address	http://pushpanjalicollege.com/				
• Web-link of the AQAR: (Previous Academic Year)	http://www.pushpanjalicollege.com/AnnualQualityAssuranceReport2019-20.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/AcademicCalendar2020-21.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/PMMMNMNTT 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		
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		4		
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> • If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
Drawing up PLOs and CLOs and preparing strategic plan				
Conducting Certificate Courses on significant topics				
Thrust on Experiential Learning				
Collaboration with NGOs to carry out programmes for clean environment				
Capacity building programmes for in-service teachers				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
Drawing PLOs and CLOs	Prepared for all courses and integrated into curriculum planning http://pushpanjalicollege.com/LearningOutcomes.pdf
Strategic plan for five years	Devised the strategic plan
Deployment of Certificate Courses	Three Certificate Courses created and successfully deployed for students
Collaboration with NGOs involved in environmental issues	Worked with NGO Dhyaas Foundation to reduce plastic menace
Conducting in-service teacher enrichment programmes	Two online workshops held for teachers in collaboration with Homi Bhabha Centre for Science Education. Online workshops conducted for St Joseph's Convent High School, Pune and teachers from Christian Brother Schools all over India. Assistance given to teachers appearing for Maharashtra Teacher Eligibility Test.

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

Name of the statutory body	Date of meeting(s)
College Development Committee	13/04/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	17/12/2021

Extended Profile

2. Student

2.1	98
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	48
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	48
File Description	Documents
Data Template	View File
2.6	98
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4. Institution	

4.1	436082
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	25
Total number of computers on campus for academic purposes	

5. Teacher

5.1	8
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	8
Number of sanctioned posts for the year:	

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 faculty members, under the guidance of the Principal, plan the curriculum at the start of the academic year. This is done in synchronisation with the curriculum prescribed by the University. Predefined Programme Learning Outcomes and Course Learning Outcomes guide the curriculum. The curricular plans are approved by the Principal. Review of curriculum is taken up during faculty meetings and necessary changes are incorporated. Needs of students are also borne in mind while deciding the curriculum. The local context is kept in mind and relevant topics are dovetailed into the curriculum. Issues discussed mainly include means of transaction of curriculum with respect to global, national and local needs. The mode of transaction of curriculum is duly considered depending upon the situation. Mid-term modifications if any are communicated to faculty and students. Major policy decisions by the government, documents

published by government and various education related websites like NCERT, Ministry of Education are referred to make the curriculum relevant.

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

B. Any 5 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

A. All of the Above

**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**

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	https://drive.google.com/file/d/1PKYhdNGSzGRbypIVAk4PhsrRJ3ccVq-R/view?usp=sharing
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

98

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

98

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

57

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

57

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.

Curricular thrusts to achieve the following

A fundamental or coherent understanding of the field of teacher education :

- Orientation programme gives a broad understanding of the nature of the Teacher Education course
- Blend of theory and practical experiences like internship, community work, interaction with experts.
- Emphasis on value added courses, self-learning and reflection on experiences

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

- Integration of TPACK Model (Technology, Content and Pedagogic Knowledge)
- Subject specific experiences eg conducting practicals in Science, use of digital resources, field visits
- Designing evaluation tasks

Capability to extrapolate from what one has learnt and apply acquired competencies

- Creation of e resources by students
- Successful completion of 20 week internship
- Conducting and analysing class test
- Designing individualized education plans
- Participation in competitions at college level and intercollegiate level

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

- Workshops for various soft skills are conducted
- Team based tasks like organization of programmes
- Conducting assemblies helps to develop communication skills and organizational skills
- Students are given opportunity to be resource persons to their peers

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

Development of School System: done through theory courses as Knowledge and Curriculum, Contemporary India Education and Educational Management.

Functioning of various Boards of Education and the functional differences between Boards: A Panel discussion with teachers teaching in schools affiliated to different Boards was organised. This gave the students thorough understanding of different boards. The experts shared their experiences and students asked them questions to get a holistic understanding of the diversities in the

schools system. Students browsed through websites of different Boards to get an thorough understanding of their working.

Assessment Systems of different Boards and their norms and standards are explored through the websites of different boards and through the Course Educational Management. A web safari was organised via the digital library to explore documents related to different boards. Relevant links of websites of the boards, videos elucidating the features of different boards are shared on the E library blog.

The Course Educational Management orients students towards the working of the State Board, ICSE, CBSE and IB Boards. This is done through Lecture discussion supported by suitable examples . Assessment systems are duly explained during Pedagogy lectures and also during the Course Assessment for Learning.

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

The learning engagements in the B.Ed Course include engaging with theory, practical experiences like internship, participation in workshops, seminars, Certificate Courses, organising and participating in co-curricular activities and engagement with community. The students are led to understand that these are not stand alone experiences rather they are all intertwined to help them understand the multifaceted roles of a teacher. Efforts made by the institution include:

(i) Orientation of students prior to each activity to make them realise the short term and the long term significance of the same.

(ii) Students are encouraged to employ the Four Cs of critical thinking, creativity, collaboration and communication to derive the

most from each experience.

(iii) Application aspect is emphasised. For example: when participating in a Course on E Content students are encouraged to use the same in the internship. While interacting with experts, the students are encouraged to connect the thoughts and views with the theory courses.

(iv) Self Reflection is encouraged for activities. Students maintain reflective journals and their reflections help to connect their learning experiences with related aspects of the curriculum.

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 Teaching Schools/TEI

Four of the above

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 and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

98

2.1.1.1 - Number of students enrolled during the year

98

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

3

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

3

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.

The students are admitted to the B.Ed course via a Common Entrance Test. The CET tests their teaching aptitude and their performance in English language. These scores help to identify the learning needs in these areas. The students' performance in their graduation examination gives information regarding their content proficiency.

There is no formal interview for admission. However when students come to complete formalities related to admission they interact with the faculty. These informal discussions with students also give insight into their learning needs. Experience with earlier batches and discussion with alumni throws light on which are the probable areas where academic support is most essential. Based on all these inputs academic support is provided in form of academic counselling regarding choice of electives, content enrichment programme, training in use of technology and mentoring regarding important classroom skills like communication. Prior to the Internship programme students give one lesson in their pedagogy subject. This practice lesson helps the faculty to get an idea of the communication skills, confidence levels, teaching skills of the student. This helps to give individualised mentoring when coaching for internship.

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.

Following multi modal approaches are used.

1. Theory Courses adopt lecture cum discussion, constructivist approach through use of student led seminars, webquests, experiential learning (done through simulations during online teaching), brain storming for problem solving(done through jamboard like platforms during online teaching), collaborative learning (done through platforms like parlayideas), group discussions. Students are encouraged to explore cross disciplinary connections and share them during class. Experts are invited to speak to students and this provides new insights.
2. In Project based courses to make the internship experience effective, students are encouraged to use variety of approaches. Some of these are specific to their pedagogy offered. Eg 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.
3. Workshops are held for Action Research, Unit test preparation, Lesson Planning, Writing Learning Outcomes and preparing learning resources.

Rationale: Multi modal approach helps to cater to learners with different needs, interest and aptitudes and ushers variety in the class making learning interesting.

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

8

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
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

98

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/e-learning.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.

Professional attributes are duly emphasized through all activities.

Team work is promoted for organising and presenting co-curricular activities and reflected during internship where the faculty and team members work together to set the schedule, make provisions for suitable ambience and distribute the schedule. Team members support one another with technological assistance if needed.

To deal with diverse learners, the faculty members mentor students regarding different activities based on multiple intelligences and learning styles. Suitable books are shared on the digital library.

The code of conduct is explained to students to give direction regarding how one interacts with peers and faculty. Similarly, before going to schools for internship, the faculty in charge discusses the code of conduct with the internship group.

Activities are spread evenly to reduce stress. Regular inputs are given through assemblies regarding how to deal with work-life stress. The Google Class for internship also displays relevant material to help students balance work stress.

Faculty helps to keep students abreast of recent developments in education by incorporating inputs in theory lectures and by

including some imperative topics in the form of expert lectures. The library blog displays relevant material to explore.

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 and innovativeness through VENTEL (Vocational Education, Nai Talim and Experiential Learning) activities: The students design VENTEL based learning experiences. The content of the lesson is connected to an activity which is demonstrated to the class. Activities focus on sustainable development, clean surroundings, making edible items and entrepreneurship skill development. Every student gives eight lessons that evolve around Experiential Learning. The products made during such activities are the result of creative thinking and innovativeness. Real life connect with the content and vocational values are integrated in such activities.

Intellectual and Thinking Skills through online platforms: Critical

thinking, creativity, collaboration and communication are viewed as the four vital 21st century skills. To help students imbibe these skills, online platforms like answergarden, mentimeter, jamboard, Google Classroom and Parlay ideas are used for focused group discussions. Students respond to the critical thinking questions posed and also respond to the views of their peers.

Empathy skills are emphasized through assemblies, internship, community work as well as within the class cohort where students extend help to one another to achieve success.

Life skills like decision making, stress management, time management, critical thinking are ingrained into all aspects of curriculum transaction through planned inputs & reflective practices.

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)

Seven/Eight 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 possible	View File
Any other relevant information	No File Uploaded

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Ten/All of the above</p>
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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

<p>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</p>	<p>All of the above</p>
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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 of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
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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	All of the above
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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. The schools for internship are identified. A request letter for internship is sent to the School Principal and one faculty member personally coordinates with the Principal.

2.The School Principal is oriented by the faculty regarding the nature of internship and the activities to be done.

3.Students going for internship are oriented by the Internship incharge faculty and by the mentor teacher regarding the decorum they need to follow and also regarding the activities to be completed. Each internship group has a leader appointed and this leadership is assigned in rotation. The leader's role is also clearly communicated. Each student teacher is allotted some mentor teachers from the school who will allot units for teaching.

4.The mentor school teacher gives feedback for lessons. Students coordinate with school teacher to get the unit and also discuss the plan of the flow of the lesson.

5.Students performance is assessed on basis of lessons given during internship, leadership displayed, participation in school activities and regularity , punctuality and team contribution.

6. Students are exposed to SSC Board and CBSE Schools. Due to the pandemic for 2020-21 only selected SSC Board schools were included to match with the school schedule and college schedule.

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

48

File Description	Documents
Data as per Data Template	View File
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.

Monitoring mechanisms for successful internship experience are devised with the roles of various persons well defined.

Teacher Educators discuss internship plans with the School Principal and ensure that there is smooth coordination between the college and the internship school. They mentor the interneers and help to prepare the timetable for lessons and activities . Student teachers are coached for the lessons. In 2020-21 since the internship was in online mode, the teacher educators helped to choose/devise relevant e- resources.

The School Principal or Coordinator generally interacts with the interneers and guides wherever required. Due to the online nature of the internship, in 2020-21 the Principal/ coordinator did not directly interact with the interneers. This was done by collaborating with the college faculty.

The school teachers allotted units and conveyed their expectations to students. They also perused through the video lessons submitted before disbursing the same to the students. The school teachers gave feedback regarding the lessons to the interneers.

Peer support was very vital to organise the timetables, conduct activities, and coordinate with teachers. Since it was the first experience of online internship, peers supported one another to prepare high quality tech based lessons.

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

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

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

5

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

167

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

167

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

In- house discussions on current developments and issues in education: Teachers keep themselves professionally updated by attending courses, seminars and workshops. In house discussions are carried out with respect to current developments. All faculty members attended discussions on the National Policy of Education 2020. Faculty members got themselves oriented towards changes in Revised NAAC framework through seminars. Discussions on pertinent topics are carried out during faculty meetings. In 2020-21 since teaching and assessment was to be online, all faculty members attended workshops to be trained in use of technology. The library blog granthpushp.com is used effectively to disburse and share information about new avenues in Teacher Education

Interaction with other institutions on policies and regulations: The faculty coordinates with other institutions to attend professional development programmes organised by them and this platform is useful

to discuss issues that influence Teacher Education. Faculty members function as resource persons and during these programmes they share views and have discussion on issues related to education. This helps to get multiple perspectives on pertinent matters.

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

The 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

Pre 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
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.

The academic calendar is prepared at the beginning of each term. The schedules for essays, submission of assignments, internship and other project based activities are spread throughout the term so as to provide adequate time to complete the activities after required exploration and reference work. Faculty issues timely reminders about the submission. 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 practice 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 decides the dates to complete the evaluation and offer feedback to students through mutual consultation.

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 activities planned always 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. Changes occurring on the educational landscape require the programme to be constantly 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

All activities organised as part of the curriculum are synchronised to PLOs and CLOs. Detailed assessment is carried out with respect to the following activities which are designated as part of internal assesement:

- 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

The Audit Course in Drama and Art in Education, Abiltiy 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. All activities are monitored by the faculty and students get continual feedback thus ensuring that they can make incremental progress. Internship lessons are evaluated by faculty as well as by school mentor teachers. Self reflection and Peer review of work is encouraged giving multidimensional feedback to students.

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

45

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.

The students intiiial learning needs can be classified as (i) Content needs (ii)pedagogic needs (iii) technological needs. During the B.Ed programme, students receive many inputs and undergo many experiences aligned to their learning needs. Content mastery is developed through the content enrichment programme and assessed through a content test. Similarly content mastery is assessed during the

lessons delivered by students. All students achieve reasonably high levels of content mastery by the end of the B.Ed programme. Pedagogic needs include developing ability to deliver lessons in a class and incorporate strategies suited to the level of the class. Students need to be able to plan and transact effective lessons. The needs are duly catered to via workshops, internships, sessions on class management. All students have depicted progress in achieving pedagogic skills displaying good performance in the delivery of lessons both in online and offline mode. The technological skill gap showed that students were aware of general applications of technology but they needed to use technology in pedagogic scenarios. This was achieved through workshops and certificate courses and all students have used technology seamlessly to have interactive lessons. Technology has been used in action research and for innovative techniques in the class.

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

2.8 - Student Satisfaction Survey

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
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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	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	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 try-outs Material and procedural supports	All of the above
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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

2

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	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

3

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

3.3 - Outreach Activities

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

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

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

98

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

98

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

98

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.

The students were sensitized to their civic responsibilities via the VENTEL Cell which focused on various activities like wise use of resources, importance of the Rs of recycling, reuse, reduce and renew. Ms Kirti Shende of NGO Dhyaas Foundation taught how to convert household waste into manure. Students collaborated with the NGO to dispose plastic safely. The students sensitised their neighbours and collected plastic waste from their neighbourhood as well. Action research was used as a platform to sensitise students regarding our role towards a sustainable environment . Students made use of social media and videos to sensitize these families and thus helped to contribute to community development. Fifteen students

sensitised the community towards sustainable waste management practices and eleven students sensitised ten families each on Energy Conservation to create awareness about wise use of energy resources. On 2 Oct students carried out a cleanliness drive in their own neighbourhoods. Students have also planted saplings and nurtured them. Due to the lockdown situation, these activities of sensitization and community development were a bit restricted. Nonetheless students carried out the same to the best of their capacity.

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	No File Uploaded

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

Five/Six of the above

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. The college has two classrooms for general lectures and both 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) 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	View File
Geo-tagged photographs	View File
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

4

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)

Rs 23378

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. It is used to enter records 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 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 facility for use of research scholars 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 Actin 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. Links to books generated 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

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)

Rs 6395

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

56

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/18thoexnx9UrKlKzKqWYahFhDGDhm0dal/view
Any other relevant information	View File

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 wi fi facility in the premises. The facility was introduced on 15/01/2008 and has been subsequently upgraded as per the need. Presently the wi fi speed is 15 mbps and is provided by the local internet service provider. ICT facilities like PC, LCD are used for teaching learning. 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. Printer, scanner and

photocopier are also available in the library. 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.

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:

E. < 50 MBPS

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	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)

85348

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

Maintenance 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 within warranty 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 deided 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 . Similalry 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

Five fo 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)

Four of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	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
31	48

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	No File Uploaded
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)

5

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 highly active in contributing to students' welfare. All co-curricular activities are organised through the Student Council. The Student Council is the bridge between the Principal/ faculty and the Students. Grievances and suggestions are out forth through the Student Council. Two members of the Student Council are part of the IQAC 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 photograph, 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 an ambience for smooth working of the college is ensured through the Student Council.

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

23

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 Alumni Association is functional but not registered. Alumni regularly contribute to the development of the institution by offering their expertise and advice. The alumni help by

1. being proactive members on bodies like College Development Committee and IQAC
2. functioning as resource persons for various sessions
3. helping to build a robust curriculum by designing and deploying value added courses
4. assisting in Placement Cell activities
5. mentoring students by providing guidance in academic, co-curricular and technical areas

In the year 2020-21, twenty five alumni presented demonstration lessons in different subjects. These lessons were very helpful to the students as they were on the threshold of their internship programme. The alumni were resource persons at programmes organised by the college. They helped in conducting value added courses and workshops that gave students valuable inputs in teaching-learning especially with respect to use of technology.

Another noteworthy contribution has been in the area of Placement. Alumni have helped in Pre Placement activities by conducting sessions on appearing for interviews and giving demonstration lessons. The alumni coordinate with the faculty in charge and convey information about vacancies and also help 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

All 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 conduct workshops and sessions on areas of their expertise and thus motivate students to discover their talents and also to learn new skills. The alumni function assist in conducting co-curricular activities and offer their advice in the capacity of judges for the same.

The mechanism for this procedure is that the college faculty identifies the special talents of students and keeps a data base of the same. After completion of the B.Ed course, 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 often give feedback to the college regarding their own efforts in Professional Development and offer to share their skills to students. Accordingly guest lectures and workshops are arranged and these serve as a platform to motivate and nurture special talent among 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'. The participatory mechanism followed in all aspects of governance is a reflection of the mission. The governing body guides the process and gives freedom to innovate and experiment. It is always appreciative of the efforts of the faculty, staff and students. The annual plans of the institution resonate with the mission and reflect activities that are truly empowering. 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. There is a lot of decentralisation and good coordination between the staff and the management. 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 is 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 main overarching body the Governing Body takes deep interest to guide all activities and augment infra structure. There is high degree of freedom to try innovative practices to enhance the effectiveness of teaching-learning and efforts made are appreciated by the Governing Body and the College Development Committee. The Principal, as the chairperson of most committees in the college, guides the faculty, staff and students in preparing action plans and executing the same. Decisions are taken by consensus. Students are included in bodies like College Development Committee, IQAC and Discipline Committee. Students convey suggestions to the Principal. High degree of decentralisation is evident from the fact that many activities are planned and executed by students with the faculty mentoring them as needed. Alumni play a vital role in the participative management by being part of curriculum framing and curricular transaction. Alumni and parents contribute their suggestions that help to design robust activities to achieve the set goals. In a nutshell it can be said that decentralisation and participative management are part of the college functioning and at the same time proper coordination ensures that all activities 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. The credit system, the grading pattern is thoroughly explained to students. All criteria for assessment are explained to the students. 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. During the lockdown notices were circulated via online groups. The website of the college has all details displayed.

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

As part of the goal to Ensure Academic Quality, one of the activities planned to 'Create and deploy online courses to augment other forms of interaction'. During the year 2020-21 three such online courses were created and deployed to augment the regular teaching-learning. The courses were (i) E Content development, (ii) Apps in Education and (iii) Communication Skills. The course content and CLOs were duly planned. A suitable online platform was chosen and students were regularly mentored to complete the courses. All courses were evaluated on basis of learning outputs. The learning from the courses was successfully applied during internship. The generic format of the deployment strategy is based on the IDEA Model of Identify needs-Develop and deploy a plan-Evaluate the action-Amend and Adapt for further cycles. The course completion rate was nearly cent percent. Certificates were issues to all who completed the courses.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://pushpanjalicollege.com/GeneralWorkingoftheCollege.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.

Name of Committee: Curriculum Planning Committee

Date of meeting: 28 June 2020.

Agenda: Discussion of training session on E Content Development

Decision taken: A Certificate Course on E Content Development would be held from 1 July to 15 July 2020. Coordinator of Pushpadeep would

create the course content. Faculty members would be mentors. Students would be trained in e content development through Google Classroom. Special inputs would be provided via digital platforms. Subsequent courses in E Learning would be conducted for the newly inducted batch. Best practices in E Learning would be duly shared with the inservice teacher community.

Action taken: The following courses were conducted (i) E Content Development for S.Y.B.Ed (1 July to 15 July 2020) (ii)) E Content Development for F.Y.B.Ed (26 Feb to 10 April 2021) (iii) Apps in Education for S.Y.B.Ed (15 Aug to 15 Nov 2020) (iv) Apps in Education for F.Y.B.Ed (1 July to 10 July 2021). Certificates were issued on successful completion of the course. Best practices were shared with inservice teachers during two workshops held on 3 and 10 August 2021.

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

Teaching and non-teaching staff can avail of loan facility in times of need. The college has made provision for gratuity of staff. Similarly the Employees Provident Fund is duly deposited each month and details are provided to the staff. Staff pursuing higher education or research are granted concessions in duty so as to pursue the course effectively. In case the children of the staff are appearing for their examinations, special concessions in attendance are granted to staff to provide moral support to their children during the times of exams. Other welfare measures include counselling if required. Leave due to the staff can be availed of in times of need. If the staff faces any medical emergency, help is accorded in terms of support needed to deal with the situation. Children of non teaching staff are given a scholarship

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

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

0

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

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

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

7

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 . The auditors did not raise any objections.

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

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

0

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

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

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

All members of the IQAC meet twice 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 tabled 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.

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

22

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://pushpanjalicollege.com/MinutesofIQAC-Meetings2020-21.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

Encouragement to innovations in Education: The college has always emphasized innovations by students. Students are encouraged to try out innovative means of curriculum transaction especially during their internship experience. This gained momentum during the past few years and the efforts of students have been showcased at inter institutional platforms and won acclaim. Two teams of students have won prizes at the competitions organised by Homi Bhabha Centre for Science Education. Two students and one faculty member have won individual prizes for innovative ideas at inter collegiate level. Three research projects showcasing innovative ideas in Environmental Education have won acclaim at intercollegiate level.

Improvement in Technology Enabled Learning: The Peer Team visit for the Third Cycle of accreditation was held in 2017. While technology was integrated into the Teaching Learning process, there was a felt need to train students in use of Blended Learning. Accordingly suitable inputs were designed and delivered. In 2017 about 20%

students participated in MOOCs. This number has significantly risen and in 2020-21 nearly 70% students participated in at least one MOOC. The college also designed and conducted Certificate Courses related to digital education and these were successfully completed by all students.

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 institution uses electricity supplied by the Maharashtra State Electricity Board. Careful use of electrical appliances, regular maintenance, use of energy efficient CFL bulbs are some ways to ensure energy conservation. The college premises are quite airy and well ventilated thus minimising the need for fans during most time of the year. The premises are well lit and therefore electric lights are used only if required. The staff and students are well informed regarding the Energy Policy of the college and at all times they endeavour to use energy carefully. There are posters put up near the switch boards to remind users to switch off appliances when not in use. Other than conservation of electricity, the college also emphasizes on wise use of other resources like water. Students carry the message of energy conservation beyond the classroom. For example in 2020-21 eleven students spread awareness in the community regarding energy management. This was done through their Action Research Programme.

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 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 right channels so that if possible recycling can be carried out. No E waste is dumped into dustbins. As far as possible, printing is carried out only if required. Used Paper is disposed through a recycler. Plastic waste is avoided because 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. In 2020-21 due to lockdown students did not attend physical classes. But they practised waste management practices in their homes and also carried out community awareness about the same. The college has planned a Swachata Action Plan and this includes provision to reduce waste and manage waste in an eco friendly manner. Details are included in the documentary evidence attached.

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

Two 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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	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 in verdant surroundings and efforts are made to maintain the same. Cleanliness is duly maintained through regular cleaning of the premises. Relevant board 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. 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 beatification 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.

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	No File Uploaded
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	View File

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 robust traditional knowledge practices have been practised by many generations. As the local community is predominantly agro based many 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 from

locality are discussed during lectures to emphasize the efforts made to resolve local issues. The coastline is an important feature of the topography of the area. Hence during non- lockdown times, students have worked to clean beaches. Such practical experiences help to understand local environment and work towards maintaining the same.

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	View File

7.2 - Best Practices

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

The Best Practices for 2020-21 are

(1) **Nurture Nature, Secure Your Future:** This Practice seeks to develop a sense of responsibility towards a clean and green environment through the teaching- learning process and to Promote environmental education through cross disciplinary connections.

(2) **AMRIT Approach for showcasing Indian Culture:** This is a tribute to the 75 glorious years of India's Independence where we aim at appreciating our culture and indigenous knowledge practices.

The details of both practices are attached as pdf documents under 'Relevant Information' . The video for the same can be accessed at <https://www.youtube.com/watch?v=Eas4ba2k9F0&t=539s>

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 vision of the college is 'Education for the Life of the World'. The mission is 'To impart Liberating, Inspiring, Formative and Empowering Education'. The thrust of the college is to equip students and alumni with knowledge, skills and attitudes needed to ensure a learning atmosphere suited to the needs of 21st century. We aim at achieving the same through a well formulated curriculum, thrust on values, promoting critical thinking, creativity, collaboration and commitment to equitable education.

One area of institutional distinctiveness is emphasis on Technological Skills and Digital Literacy.

The college works towards equipping student with adequate skills to integrate technology into the daily teaching learning activities. The college has conducted various courses for students to be

competent at creating their own E resources and integrating technology effectively. Students participate in MOOCs for enriched learning. They use technology to imbibe the Four Cs of Communication, Critical thinking, Collaboration and Creativity. Each student has their own E portfolio created. They use technology for co curricular activities, research and personal development thus proving to be resourceful individuals ready to face an everchanging and complex world.

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