YEARLY STATUS REPORT - 2022-2023

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

• Location	**Semi-Urban**
• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**University of Mumbai**
• Name of the IQAC Co-ordinator/Director	**Dr Agnes Dcosta**
• Phone No.	**9702949549**
• Alternate phone No.(IQAC)	**9702949549**
• Mobile (IQAC)	**9702949549**
• IQAC e-mail address	**pushpanjali1990@yahoo.co.in**
• Alternate e-mail address (IQAC)	**adcosta65@gmail.com**
3.Website address	http://pushpanjalicollege.com/
• Web-link of the AQAR: (Previous Academic Year)	http://pushpanjalicollege.com/AnnualQuality_Assurance_Report_for_2021-22.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/Calendar_2022-23.pdf

5.Accreditation Details

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

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

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

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

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

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

Signing Memorandums of Understanding (MoUs) and carrying out relevant activities

Conducting Value Added Courses for students

International Webinar on Revisiting Education - Holistic Development through Empowered Minds

Conducting Academic Audit

Focus on E governance and E collation of resources

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
International webinar on Revisiting Education: Nurturing Holistic Development	webinar organised in collaboration with St Teresa's Institute of Education on 6 May 2023
Conducting 360 degree feedback exercises	feedback collected from stakeholders and duly analysed
organising Value Added Courses	Four Value Added Courses were successfully deployed
Get Back on Track Remedial Programme in schools	programme successfully conducted
Collaboration with NGOs for community work	Students have volunteered with NGOs for different programmes
refining multi modal approaches used for curriculum transaction	workshops, student led seminars, co-operative learning tech based learning integrated into the Teaching Learning process
Organising activities in the context of NEP 2020	orientation sessions, workshops on Artificial Intelligence, Action Research on recommendations of NEP 2020 successfully done

13.Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	08/08/2023

14.Whether institutional data submitted to AISHE

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

15.Multidisciplinary / interdisciplinary

The B.Ed programme is an interdisciplinary programme. Courses like

Environmental Education are corelated to rom Science. Statistics is an interal part of Action Research. Students are made aware of contemporary topics like Intellectual Property Rights, Artificial Intelligence, Virtual Reality and Augmented Reality. Educational Technology is integrated into all theory and practicum work. Community engagement is part of the Project Based Courses for Semesters One and Four.

Students have carried out Action Research based on the recommendations of NEP 2020. Values are embedded in all activities such as assemblies, internship lessons and cocurricular activities . The syllabus followed is as prescribed by the University. However many curricular inputs (like Art and Drama in Education, E content Development, Counselling , Community Engagement, Research work) are dovetailed into the syllabus to make it holistic and multidisciplinary.

Expert lectures and Value Added Courses lend the multidisciplinary dimension to the currciulum followed.

Once the University of Mumbai implements the Four Year Integrated Teacher Education Prorgamme, the college will delve into how the same can be actualised.

16.Academic bank of credits (ABC):

Students have been oriented to the need and importance of ABC. They have created their DigiLocker accounts and done the needful regarding generating the ABC id. The college has sent the data of students ABC details to the University of Mumbai. As and when the new batch of students is admitted a detailed demonstration is given regarding the Digi Locker and Meri Pehchaan portals and students are guided to create their ABC ids.

17.Skill development:

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

- Value Added Certificate Courses in E Content Development , Apps in Education
- Value Added Certificate Course in Communication Skills
- Value Added Certificate Course in Mental Health of Secondary School Students
- Training for Teacher Eligibilty Test
- Training for Placement

- Workshops in Artificial Intelligence, Stress Management, Critical Thinking, Differentiated Instruction, Yoga, creating Google Sites
- Workshops in Teaching Skills, Preparation of robust tests and evaluation tools
- Action Research

21st century skills like critical thinking, creativity, communication and collaboration are duly emphaiszed through all activities. VENTEL approach (Vocational Education, Nai Talim and Experiential Learning) is integrated into the internship lessons.

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

The college stresses upon the rich heritage of India and works towards creating awareness of the vast wealth of Indian Knowledge systems. The medium of instruction is English however due importance is given to Hindi and Marathi . Celebration of days such as Hindi Day, Marathi Rajbhasha Diwas, Bhartiya Bhasha Din helps students to respect and appreciate the linguistic heritage of the country. Indian culture is showcased through the celebration of all festivals and days of cultural , national and local significance. The college is located in the district of Palghar which is a tribal district. The local tribal art like Warli painting, indigenous technical knowledge practices especially with respect to agriculture, water conservation and traditional medicine are elucidated through suitable platforms. Students take up assignments on indigienous practices. A self study course on Indian Knowledge System is under construction. Yoga workshops are conducted to enphasize holistic health.

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

The college has designed Programme Learning Outcomes(PLOs) and Course Learning Outcomes(CLOs) . The performance of students at theory examination and project based courses indicates the extent to which these PLOs and CLOs are achieved. The PLOs and CLOs are duly displayed on the college website and are examined at the end of the year so that remodeling and restructuring of the further curriculum can be done. All faculty members are oriented to Outcome Based Education.

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

20.Distance education/online education:

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

Highlights of Online Education for 2022-23 are

- A Value Added Course on Mental Health of Secondary School Students was conducted using canvas.instructure platform
- Students successfully completed online training prorgammes organised by SNDT Women's University's Dept of Educational Technology and Central Institute of Educational Technology (CIET)
- An online course on Mindfulness organised by IBM was completed by students
- All courses use a blend of face to face and online learning experiences (Details can be accessed at https://sites.google.com/pushpanjalicollege.com/pcecurriculum/home

Extended Profile

1.Student	

2.1 Number of students on roll during the year	**81**

File Description	Documents
Data Template	[View File]

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

File Description	Documents
Data Template	[View File]

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

File Description	Documents
Data Template	[View File]

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

File Description	Documents
Data Template	[View File]

2.5Number of graduating students during the year	**49**

File Description	Documents
Data Template	[View File]

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

File Description	Documents
Data Template	[View File]

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**14.97 lakhs**
4.2 Total number of computers on campus for academic purposes	**25**

3.Teacher	
5.1 Number of full-time teachers during the year:	**6**

File Description	Documents
Data Template	[View File]
Data Template	[View File]

| 5.2

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

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Planning the Curriculum: Syllabus is as prescribed by University of Mumbai for the Two Year B.Ed CBCS programme. However the curriculumalso includes need based inputs to ensure that the PLOs decided are met. Four curriculum planning meetings are held in the year, one for each semester. Care is taken to include activities that are linked to local needs.The Principal, faculty, student council representatives contribute their inputs. Inputs are sought from alumni, heads of schools, employers and experts in education.

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

University.

Adapting curriculum to local context: Local needs are reflected over and these are included in the activities planned. A need analysis carried out on admission helps to gear the activities according to the needs of the admitted students.

Thus curriculum planning is an important process whereby curricular activities are designed and deployed.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	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 Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above

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

1.2 - Academic Flexibility

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

including pedagogy courses for which teachers are available

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

7

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

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

4

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

4

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

31

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

31

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	**Three 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

21

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

21

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.

A brief description of curricular thrusts is given below

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

  - **Orientation programme before every semester**
  - **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 Technology, Content and Pedagogic Knowledge**
  - **Designing evaluation tasks for holistic assessment**
  - **Subject specific experiences eg conducting practicals in Science, use of digital resources, field visits**

- **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 soft skills, critical thinking and differentiated instruction are conducted**
- ○ **Team based tasks like organization of programmes**
- ○ **Conducting assemblies helps to develop communication skills and organizational skills**
- ○ **Students conduct seminars on various topics**

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

Some of the prescribed courses contain content that helps to understand the diversity in school system in India.

- • **Development of school system : Courses like Contemporary India Education help to get indepth understanding of how the school system has developed.**
- • **Functioning of various Boards of School Education and Functional differences among them: This aspect is covered through a panel discussion where teachers teaching in schools affiliated to different boards discuss the features and**

working of the various boards. Internship experiences in different schools and the Course Educational Management also lend insights regarding working of different boards.

- **Assessment systems:** The course Assessment for Learning and perusal of the evaluation patterns followed by different boards helps to understand the assessment systems.
- **Norms and standards:** As part of the topic on Different Boards of Educaton in the Course Educational Management, the norms and standards of different boards are studied.
- **State-wise variations:** A student led seminar explored the state wise variations in education with respect ot some Indian states.
- **International and comparative perspective:** Students get an understanding of international and comparitive perspective during seminars and while interacting with teachers teaching in international schools.

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, Value added 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. All lessons include an assignment for application.

(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.

(v) Inclusivity is encouraged and for students are oriented to Indian Sign Language, Individualised Education Plans and differentiated instruction strategies

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	**All 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, action taken and available on website**

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

81

2.1.1.1 - Number of students enrolled during the year

81

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

50

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 condcuted by Maharahstra State CET Cell. The CET tests their teaching aptitude and their performance in English language. The students' performance in their graduation examination gives information regarding their content proficiency. After admission a

Google Form is ciirculated to find the areas of need as sensed by the students themselves. This gives an idea of their own assessment of their communication skills, technological skills etc.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	**All 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

6

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.

Multi modal approach helps to cater to learners with different needs, interest and aptitudes and ushers variety in the class making learning interesting. Following multimodal approaches were used.

1. Experiential Learning : Experiential Learning is followed through field trips, visits to innovative schools, interaction with experts. Workshops are also conducted for different topics to offer experiential learning. Internship offers a platform to learn through active classroom experiences.
2. Participative Learning: Participative Learning is encouraged through student led seminars and group presentations.
3. Problem solving methodologies: Action research undertaken by every student inculcates problem solving skills. Internship experiencealso builds problem skills regarding class management.
4. Brain storming: Brain storming is ingrained into discussions held during theory lectures. While discussing strategies for research or planning lessons, faculty carries out brain storming activities.
5. Focused group discussion: Many topics are handled through focused group discussions which may be face to face or online using platforms like Ideaboardz and Parlay Ideas
6. Online mode: The faculty integrates online platforms into the teaching leanring process. Online quizzes, online games, videos, online discussions are dovetailed into the learning process.

The rationale behind using these multimodal approaches is that it promotes differentiated instruction.

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

6

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://pushpanjalicollege.blogspot.com/p/about-lms.html
Any other relevant information	**No File Uploaded**

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

81

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	https://sites.google.com/pushpanjalicollege.com/pcecurriculum/home
Any other relevant information	View File

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 integrated inall 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. Workshop on differntiated instruction was conducted.

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. Yoga and stress management workshop helps to deal with work life stress.

Faculty helps to keep students abreast of recent developments in

education by incorporating inputs in theory lectures. Experts are invited to conduct sessions and workshops on various topics.

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

Nurturing Creativity: The teaching learning process includes use of dramatisation, role play for encouraging creativity.Every student gives 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. Creativity is also nurtured through cocurricular activities.

Innovativeness: The faculty uses innovative ways including Blended Learning, constructivist based learning. Students use innovative ways in their lessons and share the same on an online platform for benefit of others.

Intellectual and Thinking Skills: Intellectual and Thinking Skills are encouraged through brain storming,.discussion, workshops and student led seminars. Scenario based learning and use of online discussion boards inculcate intellectual and thinking skills.

Empathy: Experience during communitywork and volunteering at institutions helps to build empathy. Value added Courses like Mental Health of Students and experiences got through courses like Inclusive Education also help in empathy building.

Life Skills: Regular inputs through workshops on stress management, inputs on health management, workshops on Yoga are ways to incorporate life skills. During internship, students conduct sessions on life skills for school students.

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

2.4 - Competency and Skill Development

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

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

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

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

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

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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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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

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

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

1. **Selection/identification of schools for internship: Schools are identified such that students get an experiences of varfiety of Boards of Education. The faculty approaches the school and decides the internship according to the scheudle of the school programmes.**
2. **Orientation to school principal/teachers : School teachers and principal are made aware of the expected outcomes from the internship programme. The final plan of internship programme is drawn after consulting the school principal / co ordinator/supervisor.**
3. **Orientation to students going for internship: The faculty in charge of internship orients students going for internship regarding code of conduct, lessons to be given during internship and other activities to be carried out.**
4. **Defining role of teachers of the institution : Teachers of the institutionare made aware of their role as mentors, evaluators and managers of the internship programme.**
5. **Streamlining mode/s of assessment of student performance: The college has structured formats for evaluation of lessons and internship activities of the students. Students get feedback about lessons from the faculty/school teacher who observes the lesson.**
6. **Exposure to variety of school set ups: Schools affiliated to different boards are selected. Visits to innovative schools and rural schools also add to the experience of students.**

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

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

2.4.9.1 - Number of final year students during the academic year

50

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

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

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

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

teachers and peers.

Role of Teacher Educators :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 internees and help to prepare the timetable for lessons and activities . Student teachers are coached for the lessons.

Role of School Principal: The School Principal or Coordinator generally interactwith the internees and guidewherever required.Various responsibilties are assigned to internees by the school Principal or by the coordinators.

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

Role of Peers: Peer support is very reflected in organisation of the timetables, conducting of activities, and coordination with teachers. Peer feedback is given for lessons. Group activities such as co curricular activities organised in schools are dependent on peer coordination and support.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

6

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

2

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

6

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

67

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

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

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

In 2022-23, in house discussions on quality assurance with respect to teaching learning were carried out. Important documents like National Curriculum Framework, UGC documents on Multidisciplinarity, Mulya Pravah etc were shared on the library blog (https://granthpush p.blogspot.com/p/policy-documents-related-to-education.html). This helps to stimulate an intellectual give and take of thoughts.

The college faculty are invited by other institutions to conduct

sessions on policies. This is a platform to share pertinent information and learn from peers.

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation (CIE)is in accordance to norms prescribed by University of Mumbai.

Each theory course has an internal assessment component of 40 marks (out of 100) comprising of essay (5 marks), two assignments of 10 marks each and one class test of 15 marks. Required orientation and guidance is given for the same. There are Project Based Courses in each semester.

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

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

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

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

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

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

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

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

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

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

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.

Procedure to resolve grievances related to evaluation:

(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.

During the Curriculum Planning meetings, Academic Calendar is prepared for each semester. The schedules for essays, submission of assignments, internship and other project based activities are spread throughout the term so as to provide proper time to complete the activities after adequate reference work. All dates for submission of assignments are duly displayed in advance. Provision is made on Google classroom to upload the documents.

In case of illness or any other unforeseen difficulties, late submission is permitted with the consent of the concerned faculty. By and large the schedule is followed.

The Class tests and mock examinations are planned at the beginning of the term but these may be rescheduled as per the arrangement of the terms declared by the University and as per the dates of the final examination declared. Faculty is also informed regarding the dates to complete the evaluation and offer feedback to students.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

2.7 - 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.

`'Programme learning outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the certificate/Diploma/Degree qualification'.`
`(Ref:https://www.ugc.gov.in/pdfnews/4598476_LOCF-UG.pdf)`

`In 2020-21 the PLOs and CLOs were formulated through meticulous discussion. These are duly revisited in case any modifications are needed.`

`The activities planned reflect the PLOs both for curricular and co-curricular components. While planning the teaching learning and evaluation activities for each course, the CLOs are kept in mind and appropriate activities are selected.`

`Contemporary changes in education require the programme to be updated and accordingly Value Added Courses and interaction with experts are organised. Here too the PLOs are kept in mind. Value Added Courses have their own set of CLOs.`

`Faculty members revisit the CLOs and check if the CLOs are being met through the course. Entire curriculum is mapped with the PLOs and wherever possible cross disciplinary approach is adopted.`

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

2.7.2 - Pass percentage of Students during the year

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

PLOs and CLOs help to plan various activities related to curriculum. Internal assessment includes the following and these help in developing professional and personal attributes

Semester One: Cocurricular activities and 1 week of community work

Semester Two: Internship of 3 weeks

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

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

The Audit Course in Drama and Art in Education, Ability courses on ICT in Education and Reading and Reflecting on Texts are activity based courses which are also in tune with the PLOs and CLOs. The performance in these courses is also duly monitored. Each theory course includes two assignments which involve research, visits, activities and these help to develop professional attributes which are aligned to the PLOs and CLOs. Self reflection and Peer review of work is encouraged giving multidimensional feeback to students.Other than the afore mentioned activities, participation in Value Added Courses, co curricular activities and inter collegiate events promotes professional and personal attributes.

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

2.7.4 - Performance of outgoing students in internal assessment

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

79

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

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

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

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

(2) Development of communication skills was a learning need identfied in case of some students. A value added course in Communication skills was conducted.

(3) A course in Mental Health of Secondary School Students was conducted as students lacked skills in mentoring school students.

(4) Content Enrichment workshops, workshop in teaching skills and TET preparation were conductedas these were areas where inputs were required.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://pushpanjalicollege.com/StudentSatisfactionSurvey2022-23.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	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

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

3.2 - Research Publications

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

0

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

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

7

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

3.3 - Outreach Activities

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

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

6

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

81

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

81

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

81

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.

Students are sensitised to social issues and encouraged to contribute to community development. The sensitization endeavours are done through outreach activities carried out in community.

(i) Sensitisation to the needs of senior citizens and orphans is done through volunteeering at Homes for senior citizens and orphanages where students spend time with them and help them in their chores . Festivals are celebrated with the inmates at community centres

(ii) Remedial programmes for students from economcially

disadvantaged groups: Students regularly visit a school where there are boarders from economically weaker sections of society . Remedial classes are conducted to help them cope with studies. Each one teach one programme is also undertaken.

(iii) Life skills sessions are organised for tribal youth at Bosco Samajik Vikas Sanstha at Jawhar.

(iv) The beach cleaning drives and efforts for mangrove conservation conducted in collaboration with local NGOs help to sensitize students to the environmental issues that threaten the area.

(v) Drives are carried out with NGO Save the Earth Foundation to ensure that plastic is disposed off in a way that does not threaten the environment.

(vi) An initiative entitled Jadui Pitara was undertaken to provide learning resources to schools that face paucity of funds.

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

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
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

6

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.

Three classrooms are equipped with LCD and computers. The college has separate rooms for pedagogy lectures.

The library cum reading room is well stocked with reference books and journals. E books are uploaded on library computers as well as on the library blog.

A multipurpose hall, ICT resource centre, Science Laboratory, Art Resource Centre, Curriculum Laboratory, separate common rooms for male and female students, staff room, administrative office, Principal's office, Conference Room, storage space, sports field are other features of the infra-structure.

Total 25 computers are available. Reprographic facility is available in the office and in the library. Various psychological tests and equipment for experiments in Psychology is available. Wi-fi facility is available in all rooms. Annual maintenance of all infra-structure and electronic hardware is carried out annually.

Other than physical facilities , the college also has an LMS (Google Suite) and a number of digital platforms to augment the face to face experiences for students.

File Description	Documents
List of physical facilities available for teaching learning	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

5

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

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

3.10563

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

4.2 - Library as a Learning Resource

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

The library uses Library Management Software to enter records of of newly purchased books. Data entry, use of books and renewal of books

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

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

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

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

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

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

One of the above

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

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

0.34892

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://pushpanjalicollege.blogspot.com/p/academics.html
Any other relevant information	**No File Uploaded**

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

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

4.3 - ICT Infrastructure

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

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

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

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

7:1

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:

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System

One of the above

(LCS) Teleprompter Editing and graphic unit

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)

2.06752

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

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

Maintainance of resources: Physical infrastructure is maintained by the support staff . Infrastructural repairs are carried out by competent personnel. Electrical equipment and connections are checked from time to time by a qualified electrician. Computers and other electronic equipment are maintained by competent persons. Generally equipment purchased 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 atall places. Resources like computers are used by mutual understanding. If students need to use the same, then they are sent in batches.

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

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

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

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

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

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
41	**49**

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

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

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

9

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)

10

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

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

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

32

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

5.4 - Alumni Engagement

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

The college has an Alumni Association. It is not registered but is afunctional body. The alumni regularly contribute to the development of the institution by offering their expertise and advice.

The members of the Alumni Association are

1. proactive on bodies like College Development Committee and IQAC

2. invited as resource persons for various sessions

3. supportive towards a robust curriculum by designing and deploying value added courses

4. helpful during Placement Cell activities

5. helpful in providing guidance in academic, co-curricular and technical areas

Two significant contributions of Alumni Association in 2022-23 are

(i) The Alumni Associaiton helped to plan and organise an international webinar on 6 May 2023 on the theme 'Revisiting Education – Holistic Development through Empowered Minds' . John Leonard an alumnus of 2003-2004 batch was one of the resource persons.Hehared how technology can be used to work in a smart way to organise one's work and to collaborate with others. He discussed the timeline of technology during the past twenty years and introduced the participants to many useful tech tools. He also discussed how

the ADDIE Model can be integrated into tech-based learning.

(ii) Contribution of alumni as resource persons: Alumni have contributed their expertise in various areas. Ms Aishwarya Jadhav conducted a workshop on Stress Managemnt. Ms Tracy Dsouza, Ms Audrey Carvalho, Ms Sophie Dabreo, Ms Vilfrena DMello were panelists for a panel discussion on Understanding Different Boards of Education. Ms Cerena Dcunha was resource person for a workshop on Gramamr in Communication.

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

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

Five/Six of the above

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

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

2

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

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

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

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Vision of the college is 'Education for the Life of the World' and the Mission statement is 'To impart Liberating, Inspiring, Formative and Empowering Education'. The vision and the mission are reflected in all college activities. The governing body guides the process and encourages the faculty and studentsto innovate . The annual plans of the institution vibe with the mission and reflect the strategic plan of the college. 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.

Teachers, students and non teaching staff are members of different committees and have a vital role in the decision making of the institution.The faculty maintains a healthy relationship with the internship schools and the alumni as their contribution to various aspects is valued. A democratic ethos pervades all procedures in the college.

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

Decentralisation helps in distribution of work, encourages participation and bring efficiency in the process. The management, CDC and IQAC are involved in planning, mentoring and execution. However there is great degree of academic and administrative freedom. There are a number of committees and cells like admission committee, examination committee, library committee etc. Each of these plan and excute their activities in coordination with other committees.The Principal is the chairperson of most committees in the college and guides the faculty, staff and students in preparing action plans and executing the same. Students are included in bodies

like College Development Committee, IQAC and Discipline Committee. High degree of decentralisation is evident from the fact that many activities are planned and executed by students with the faculty mentoring them . Alumni are involved in participative management by being part of curriculum framing and curricular transaction. Alumni contribute their suggestions that help to design robust activities to achieve the set goals. Thus decentralisation and participative management are dovetailed in the college functioning and at the same time proper coordination ensures that all activites are aligned to the vision and mission of the college

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

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

The college follows complete transparency in all areas.

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

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

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

activities conducted.

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

6.2 - Strategy Development and Deployment

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

The strategic plan of the college has four major goals

- Goal 1: Ensuring Academic Quality
- Goal 2: Capacity Building for all
- Goal 3: Fostering Partnerships and Community Engagement
- Goal 4: Being Proactive and Committed to Innovation

Under Goal 2 - Capacity building for all, one of the programmes planned was to organize courses for student teachers to be equipped with 21st century skills.

In 2022-23 the following courses were created and deployed by the college

1. E Content Development

2. Apps in Education

3. Communication Skills

4. Mental Health of Secondary School Students

Deployment Strategy: The Value Added Courses are planned according to the needs of the students. Content is carefully prepared and suitable time is allotted in the timetable. Face to face sessions and E platforms are used for sharing content. Courses like E content Development and Apps in Education required students to create E resources and post them for perusal. The Course on Communication Skills emphasized practical exercises. The course on Mental Health of students was deployed through an online platform. Feedback is taken for all courses so that the next round of the course is duly refined. Students completing the course earned certificates.

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

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

The Governing Body, comprising of representatives of the Society of Our Lady of Grace Convent, coordinates with the Principal regarding steps to be taken for the college development.

The College Development Committee comprises of representatives from the Governing body, administrative set up, faculty, alumni, students and members from the local community. Regular meetings are held to plan and discuss programmes.

The IQAC takes steps to ensure an ethos of quality. Whenever a policy is to be drawn or decisions have to be made, democratic process is encouraged. Appointments for vacant positions are done after following the process prescribed by the University of Mumbai. Service rules are explained to the staff and duly followed. In case of lapses if any, the Manager and Principal bring it to the notice of the concerned staff member so that the functioning of the college is not affected. Annual plans are put forth in meetings and discussed thoroughly before implementation. There is transparency in the functioning of the college. All members of the various bodies keep themselves abreast of changes in the educational scenario as this helps to arrive at sound decisions.

File Description	Documents
Link to organogram on the institutional website	http://pushpanjalicollege.com/CollegeOrganog ram.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	All of the above

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

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.

Meetings of all bodies. cells and committees follow the norms and minutes are recorded. One decision taken during the Curriculum Planning Meeting heldon 6 March 2023 was 'to prepare Learning Resources for needy schools' . The learning resourcescould then be distributed to needy schools on the lines of Jadui Pitara launched under NEP 2020.

Jadui Pitara is an NCERT initiative and it includes content that is needed in any school for the Foundational Stage, it has toys, games, puzzles, puppets, posters, flashcards, story cards, playbooks for students, and handbooks for teachers. It is intended to be a learning experience that is designed to strengthen conceptual understanding amongst learners.

Students of S.Y.B.Ed prepared many low cost teaching learning materials like puppets, manipulatives, flash cards, games that can be used to teach simple concepts.

On 11 April 2023,students visited a school catering to marginalised learners and donated the material to the school principal.

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

6.3 - Faculty Empowerment Strategies

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

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

1. Employees Provident Fund is deposited each month and the staff are duly notified about the same

2. Gratuity on retirement

3. Loan facility in case of need

4. Duty leave to staff pursuing higher education, research work

5. special concession in case the children of the staff are appearing for board examinations.

6. children of non teaching staff are given monetary incentives for their good performance in examinations

7. registration sharges to faculty attending seminars and workshops

8. individual and family counselling if required

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

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

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

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	**No File Uploaded**
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

5

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

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

6

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

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

Performance appraisal system is done annually for teaching and non-teaching staff. The teaching staff is appraised on basis of teaching-learning activities, evaluation, participation in FDP and research, contribution to college and community, departmental work and other attributes like coordination with management and peers. The staff members furnish the details of their work in a pre-decided proforma which is then evaluated by the Principal. 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- to-day expenditure in a cash-book which is maintained by the college office. A financial audit isconducted 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 Society of Grace Convent Trust. All educational institutions managed by this body are subjected to internal audit which is conducted by the members of the Provincial Team . In case there are any audit obejctions, they are resolved by furnishing documents and discussion with the auditor.

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	View File
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 organsations donate funds to the college. At the begining of the financial year, the budget is placed before the College Development Committee and there is discussion regarding how financial resources are to be utilised. Augumentation of infrastructure and enhancement of existing facilities are decided as per the need and priority. Managementprovides need based loans to the institution if required. Sponsorship is sought for seminars and conferences . Utilisation of funds is scrutinised by College Development Committee as well as by the Governing Body. For large expenses, quotations are sought from vendors and service providers. These are scrutinised by the Governing Body and then decisions are taken. The Management takes care to ensure that expenditure is within the allotted budget. Optimal utilisation of resources is encouraged. Research scholars can access library resources for a nominal fee.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution

for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

IQAC meetings are held four times a year. Other meetings for quality assurance are held where the Principal, IQAC coordinator and few faculty members meet to review the working and address issues that might be pertinent to ensuring quality. The IQAC draws the Plan of Action at the commencement of the academic year. This plan is aligned to the college Perspective Plan. The IQAC planis duly reviewed and then finalised with modification suggested by members. The plan is circulated to all staff members so that it can be deployed suitably. Timely feedback is sought and if there are any impediments in executing the plan then these are addressed through collaboration.

New initiatives are discussed during meetings and implementation is followed closely. Action taken reports are presented at subsequent meetings. The AQAR is prepared and placed before the CDC and IQAC for approval. The IQAC continually refers to NAAC website to peruse through material and documents that can help to enhance the quality in the college.

The IQAC takes measures to study the various documents and circulars of UGC, NCTE and Ministry of Education . Changes introduced are discussed and initiatives are taken to be in synch with the same.

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 faculty 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	Four 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/MinutesofIQAC2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://pushpanjalicollege.com/AQARs.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

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

Improvements in Technology Enabled Learning:Value added courses E Content Development and Apps in Education were conducted. Students and faculty completed courses in Artifical Intelligence and other contemporary topics. E Resources and OERs have been created for learning and showcased on https://pushpanjalicollege.blogspot.com/p/e-content-developed-by-faculty.html. Google Classroom is leveraged effectively to support learning. The college has conducted one Value Added Course in Blended Mode using canvas.instructure platform. The e resources prepared by students have been displayed on https://pushpanjalicollege.blogspot.com/p/jadui-pitara-from-pushpanjali-college.html.

Collaboration with other institutes: The college has signed total 6 MoUs with different institutions. Under these MoUs, many progrmames

of academic significance are organised. The facutly shares their learnings with other institutions and conducts regular programmes to help other institutions stay abreast with contemporary developmentsin education. Some MoUs are signed with organisations involved in community service.Programmes organised in aegis with such institutions help students to become aware of their extended roles as architects of society.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college has an architecture that makes maximum use of natural lighting and natural ventilation . Therefore, use of lights and fans is reduced. Energy is conserved by using devices only when required.Fans and lights are switched off when not in use.Posters put up near the switch boards remind users to switch off appliances when not in use. The institution uses electricity supplied by the Maharashtra State Electricity Board. Careful use of electrical appliances, regular maintainence, use of energy efficient CFL bulbs are some ways to ensure energy conservation. The staff and students are well informed regarding the Energy Policy of the college and at all times they use energy carefully. Other than conservation of electricity, the college also emphasizes on wise use of other resources like water. Students incorporate the message of energy conservation during their internship lessons.

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

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

brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

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

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

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

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	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 amidst verdant surroundings and efforts are made to maintain the same. The campus has many trees and plants which are well maintained. Aesthetic layout of small gardens, use of galleries to nurture potted plants is part of the beautification process. When trees shed leaves, the leaves are disposed via the compost pit. The tree cover alongside the playground helps to keep the area cool. The verdant surroundings attract many birds and butterfly species adding to the beauty of the campus. The management and principal carry out regular inspections to ensure that the campus is kept clean and hygienic. Regular beautification of the campus is carried with importance given to planting of native trees.

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

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

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

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

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

0

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

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

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

local beaches are cared for through regular beach cleaning programmes held in collaboration with Luna Story Foundation with whom the college has an MoU . There have been efforts to emphasize on mangrove conservation as mangroves are an integral part of the local ecosystem. Awareness of the richness of local biodiversity is showcased on our college bloghttps://pushpanjalicollege.blogspot.com/p/green-pushpanjali.html

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	**B. Any 3 of the above**

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

7.2 - Best Practices

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

1. **Title of the Practice: Jadui Pitara – The Magic Box for Learning**

A programme entitled Jadui Pitara was launched by Ministry of Education. 'Jadui Pitara' or 'Magic Box' refers to teaching learning material in the form of activity kits.. Pushpanjali College of Education drew inspiration from this programme and took up an initiative for the benefit of schools catering to students from economically disadvantaged groups. Such students may not have access to learning material at home. The school being unaided was unable to invest in teaching learning material. Hence the students of Pushpanjali College of Education prepared learning resources and presented it to one such needy school.

2. Get back on Track Remedial Programme

During the internship for Semester two held in Aug 2022, the student-teachers shared that many students seemed to lag behind in basic concepts and this was hampering further learning. Interaction with school teachers revealed that the learning gap had deepened after lockdown. To address this issue, it was decided that the student-teachers could engage some remedial classes for such students and help them bridge the learning gap. With this aim in view the 'Get Back on Track' initiative was launched in Nov 2022

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 strategic plan of the college emphasizes five core values - Commitment to Excellence, Holistic Development , Respect for Diversity, Discovery and Innovation and Concern for Environment. All activities and programmes centre around these core values. The planning bears in mind the Vision 'Education for the Life of the World' and the Mission 'To impart Liberating, Inspiring, Formative and Empowering Education.' Against this background,the area of

distinctiveness shared below is the thrust of the college on its Committment to Excellence.

In 2022-23 the following activities were organised with the aim to ensure Committment to Excellence.

(i) Use of Multimodal approach to cater to different learners

(ii) Organisation of 16 workshops to equip students with variety of competencies

(iii) Four Value Added Courses on pertinent themes were designed and deployed

(iv) interaction with nine experts to foster interdisciplinaryconnection of education

(v) student led workshops, seminars and symposia

(vi) Six functional MoUs under which many activities were organised to give broadened perspective of the role of a teacher

(vii) well planned internship and field visits for practical experience

(viii) platforms offered to students to showcase their potential

All above programmes indicate the thrust of the institution towards its committment to excellence.

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