SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

GOKHALE EDUCATION SOCIETY'S COLLEGE OF EDUCATION AND RESEARCH

GES COLLEGE OF EDUCATION AND RESEARCH 21 GOKHALE SOCIETY LANE ACHARYA DONDE NAGAR, PAREL MUMBAI
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gokhale Education Society's College of Education and Research (GESCER) was established in June 1970, under the umbrella of Gokhale Education Society, Nasik. The Society was founded in 1918 by Prin. T.A. Kulkarni in honor of his guru Namdar Gopal Krishna Gokhale with the purpose of propagating his ideas and philosophy.

Gokhale Education Society is founded by the teachers and run by the teachers, the basic aim being to work for the downtrodden people of the society and to raise the status of the teaching profession. Keeping this in mind, our college was established in the heart of Mumbai city, in the locality which was mainly known as the mill area then.

College is housed on the premises along with primary and secondary schools, junior college, and night degree college. Initially, college was offering two mediums of instruction. But considering the demands of changing times with two year B.Ed. Programme we are offering instructions through English medium.

The college is permanently affiliated with the University of Mumbai and has been certified by ISO 9001:2015. It is covered under UGC 2f 12B, NCTE recognized.

The college has an active PhD. Research Centre in Education affiliated to University of Mumbai.

We have teaching faculty members, who are properly qualified and are always ready to learn and upgrade their knowledge and teaching skills. The college so far has produced thousands of quality teachers who are working in various prestigious positions in the field of education and in reputed schools.

Vision

To develop the values, skills, and qualities of empathy, leadership, creativity, and righteousness in ST?s to be the agents of social change by instilling in them scientific attitude, gender and environmental sensitivity, passion for life-long learning and development of lifeskills for effective sustenance in globalised world.

Mission

"Commitment to Social cause of Upliftment and betterment of the society through process of education"

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Imparting comprehensive quality co-education since 53 years.
- Accredited with 'A' grade by NAAC in 3rd Cycle in 2017

- Courses offered B.Ed. and Ph.D. Programme
- Management strongly believes on Above Self Above Politics
- Academic freedom for teachers
- Highly qualified and efficient staff
- Located in Southern Central Mumbai and easily approachable by roadways and railways
- Majority of the Principal , Headmasters and teachers are the Alumni
- Good rapport with practice teaching schools
- In the same campus we are having our own practice teaching school
- College is the study centre for DSM course of YCMOU
- Ph.D Research Centre in Interdisciplinary studies- Education under University of Mumbai since its inception
- MoU with colleges, university departments of Mandsaur University (MP), Vidyapropodhani College of Commerce, Education, Computer and Management, Goa, PVDT College of Education, SNDT University of Mumbai. inter state and educational institutions and industries of high repute
- GESCER Facebook page
- GESCER Whatsapp Group
- Faculty development – Teaching and Non-teaching Staff
- Grievance Redressal Cell
- Active Student Council
- Community Outreach
- Effective feedback and monitoring system
- Student centered teaching learning process
- Strong Alumni interaction and support academically
- Well spaced infrastructural facilities
- Continuous Internal Evaluation.
- Above 95% academic results
- Nurturing personality development through activities
- Faculty publications through Books and Research articles – ISBN and ISSN, Peer reviewed and UGC CARE
- Campus enabled with WiFi connectivity and technologically equipped classrooms.
- Scholarships to Students
- Career Guidance & Counselling
- Training for Competitive Exams - TET/ CTET/ PET/ NET &SLET (Education)
- Educational Visits / Internship / Action Projects carried out by Students
- Received Funded Research Project
- GESCER Facebook page
- GESCER Whatsapp Group
- Faculty development – Teaching and Non-teaching Staff
- Grievance Redressal Cell
- Active Student Council

Institutional Weakness

- Limitation of space
- Time constraint for organising several programmes
- Delay in admission process by the State CET Cell has affected admissions and examination of the B.Ed. programme

Institutional Opportunity

- Renovated Language Lab
- DSM Course of YCMOU
- Research Initiatives
- Collaboration with Universities and Colleges
- Research Publication – UGC CARE/ Own Publications

Institutional Challenge

- Delay in B.Ed admission process
- University exams affecting student's placements overseas
- Limited job opportunity at Government institutes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Gokhale Education Society's College of Education and Research is permanently affiliated to the University of Mumbai and follows the syllabus prescribed by the University of Mumbai. The institution stresses on acquiring proactive approach in carrying out the curriculum and is aiming on providing updated curricular experiences which suits to the vision and mission and the needs of the local community and relevant to the local, national and universal concern.

The University provides the Semester durations and the institute prepares an Academic Calendar for each academic year. The curriculum planning is done on the basis of expectations of IQAC and discussions of CDC meetings. Institution prepares curricular and co-curricular activities in the academic calendar of the course. Course activities are based on Programme Learning Outcomes and Course Learning Outcomes which includes different types of activities like experiential learning, discussions, use of ICT etc. for the all round development of student teachers.

The institution runs the Two year B.Ed programme and Ph.D Interdisciplinary Studies in the subject of Education under University of Mumbai. The institution provides academic flexibility to the students as they have the choice to select optional courses. All information with respect to the programmes are displayed on the college website.

The institution aims on providing various opportunities for student teachers to develop their skills and capacities through curricular activities. Curricular activities such as Expert sessions by Alumni, Action Research, Seminar, Skill Development, Educational Visits, Excursion, Community work, Extension work activity, Collaborations, Competency Development Programme, Guest Lectures on Financial Literacy, Intellectual Property Rights Awareness Program. Alumni are invited as judge for various competitions and opportunity to interact   with the student teachers to provide them with knowledge of institutional systems.

The institution has a feedback mechanism, feedback is taken on a regular basis from the student teachers, analysed and measures for improvement undertaken to bring about overall quality development in the

institutional process.

Teaching-learning and Evaluation

The institution has an assessment processes for identifying student's diversity, strength and weakness of students and their level of readiness and provides academic support through Library facility, Computer Lab, Language Lab, Google Class rooms, E-notes, Pedagogy teacher in-charge, remedial lectures, personal interactive sessions.

The institution organises various curricular programmes for professional development of student teachers. The programmes like Competency development workshop, Phases of Teaching workshop, Teaching Aids workshop, Lesson planning workshop, Preparation of unit test and Blue print workshop, Seminar presentation, Action Research provides opportunity to the students to nourish creativity, professional, intellectual and cognitive skills. Teaching skills workshop and Simulated teaching help the students to develop teaching skills and techniques. Ability Based course and Audit course nuture life skills among students. Internship programme develops habit of school discipline, co-ordination with each other, managerial skills among student teachers.

The institution focuses on student centered teaching-learning environment shifting from the traditional lecture method to participatory learning experiences through innovative and creative learning practices such as discussions, online learning, problem solving techniques. Student teachers are competent in using digital modes of learning, online tools and e-resources.

The institution provides exposure for competency and skill development. The activities like internship programme, simulated lessons, Use of ICT, effective use of digital tools and resources, guest lectures from various subject areas, workshops, Effective C.V. writing workshop, Talent search program, celebration of monthly events organising and anchoring various programmes such as skit, poetry recitation, speech, poster presentation etc.

The teachers upgrade their knowledge and develops skills by attending and actively participating in orientation, refresher, short term courses, faculty development programmes. The institution has its own research centre where two of the faculty are Ph.D. research guides under University of Mumbai and our librarian is also a Ph.D. guide in Library Science under University of Mumbai, Tilak Maharashtra Vidyapeeth and JJTU Rajasthan. The faculty are parts of various educational bodies and committees at the University level such as LIC, Curriculum drafting committee, exam paper setting, examiners, moderators etc.

Infrastructure and Learning Resources

The Institution has enough amount of space and classrooms along with Principal's cabin, Administrative office, Library, Reading room, Staff room, Research room, Examination room, Language laboratory, Computer Lab, Seminar hall, girls common room, boys common room, Air conditioners, Godown, separate toilets for girls and boys, staff toilets, canteen, purified and cool drinking water, parking area, gymnasium and play ground as and when needed. The college provides LCD projectors, Laptops for the faculty, Free Wifi to all the faculty members and students. Printers, scanners and Photocopying machine for administrative and academic work.

The college library is having open access for users with latest availability of textual resources consisting of text books, reference books, e-books, national policies/documents, journals, bound volumes of journals, free e-

journals, abstracts, magazines, encyclopedias, dictionaries, dissertations, theses, research tools, newspapers and CD & DVD. The library subscribes N-List Database to provide E-resources to the users.

Student Support and Progression

The institute continuously provides student support in different ways. Our students travels from various destinations of Mumbai through local trains for which student transportation concession facility is been provided to them. For reserved category students the institute provides scholarship given by government of Maharashtra. The college also is flexible in getting admission fees from students on installment basis. Informally the college staff shares various government and private hostels available in Mumbai. The college assists students by giving transcript of mark sheets, transfer certificate, bonafide, migration certificates for further educational purposes.

For the all round development of student teachers, the institute focuses on continuously organizing various programmes. The institute organised teaching aid making workshop with Homi Bhaba Centre for Science Education. We also give exposure to our students by involving them in various activities conducted by Nehru Science Centre Mumbai, Intellectual Property Rights & Patents and Design Filing in association with Rajiv Gandhi Rajiv Gandhi National Institute of Intellectual Property Management, Government of India, Nagpur, Yoga Webinar by International Yoga Trainer from Denmark, Mega Health Checkup Camp in association with J. J. Hospital, Breast Feeding Awareness Program by Lokmanya Tilak Medical College and Hospital, Teaching competency Development workshop in collaboration with Chembur Sarvankshan Shikshan Mahavidyalaya Chembur, Inclusive Education Workshop with St. Xaviers Institute. TET seminar, C.V. Writing Workshop, Talent Search Programme, Celebration of monthly special events by presenting poetry, posters, speech, slogans, dance, skit etc. The institute invites parents under PTA meeting to know their thoughts and expectations from the institute. We also conducts meeting of PSA to get their feedback about the college and course. We keeps a complaint cum suggestion box for students.

We shares recruitment advertisements with students through Whatsapp group and facebook. Our staff continuously provides guidance for further education as well as competitive exams and job opportunities personally. We also motivate our students for pursuing research degree in education like Ph.D. Our past students are also invited as Chief guest, judge and to deliver lecture.

Governance, Leadership and Management

Our Gokhale Education Society is established by the Teachers and for the Teachers. All office bearers are from education field only. They has an outstanding knowledge of rules and regulations, transparent work culture, democratic leadership and visionary outlook for the development of the different institutes.

The Principal conducts staff meetings on regular basis to achieve the vision and mission of the institute. Staff is instructed, guided and provided resources for overall development of institute and students. The academic calendar of the institute is prepared at the beginning of the year. The curricular and co-curricular activities are also chalked out well in advance. Each faculty also prepares their own subject and departmental and academic calendars. Staff can meet the Principal anytime during working hours to seek guidance or remedies for any difficulties they face in the institute.

The Management and the Principal always gives freedom to the staff in implementing their creative ideas to

organise various curricular and co-curricular activities. The staff is encourage to participate in different training program, seminar, FDP, workshop at national and international level. The Management motivates the staff for achieving Ph.D. degree in Education by formal felicitation, Best Teacher and Employee Award. All the government policies for the employee are provided by the Management. The Management always provides support without any delay for the Career Advancement Scheme promotion of the faculty. All kinds of required assistance is provided for welfare of the nonteaching staff.

The institute has an active IQAC to achieve the vision and mission of the institute. Various currilcular and co-curricular activities are conducted under the IQAC.

The principal conducts with non teaching staff on regular basis. The expectations from Head Clerk, Senior Clerk, Junior Clerk and Peons are conveyed in the formal meetings. The Principal keeps the keen watch on every financial aspects. While purchasing any kind of object, electronic equipment, the Principal calls for the quotations from three different vendors and place the order to the lowest quotation of equivalent quality.

Institutional Values and Best Practices

The institute always focuses on creating Global Teachers for diversified society. To develop the skills and values of empathy, leadership, creativity among student teachers, the institute conducts visit to Oldage Home at Khadavli, Visit to Mani Bhavan, Visit to American Library, Health Checkup Camp, Celebration of monthly events, organization of annual sports, participating in various programmes with renowned institutes like Dr. Homi Bhabha Centre for Science Education and, Nehru Science Centre Mumbai.

Under the Women Development Cell, the institute conducts various awareness programmes on Women Issues. The institute also motivates and provides guidance to participate in various competitions at different levels.

The institute enrolls students under Extension work of University of Mumbai. Students are asked for conducting survey, presentation of various social issues through skit, poetry, poster presentation. Annapurna Yojana is helpful to develop commercial outlook and become self reliant.

Research and Outreach Activities

The institution organises workshops and seminars to ignite research outlook among the faculty, students and research scholars. The institution provides access to NList E resources to support the research aspire among the faculty, students and research scholars. Various activities are organised and encouraged to participate in several competitions.

The institution keeps on motivating and supports its faculty to publish their research articles in reputed peer reviewed and UGC CARE listed research journals and they have been enthusiastically publishing research papers and articles in several journals

The institution strongly trusts on the philosophy of 'Sa Vidya ya vimuktaye' which means Knowledge for Salvation. Keeping this philosophy in mind the institute organises and gives opportunity to student teachers to gain knowledge from various sources available in and outside the college.

The institution conducts various activities to foster research outlook among faculty, students and research

scholars. The activities like Action research guidance to student teachers, 6 monthly progress report presentation of research scholars. Our librarian undertaken Minor Research Project on 'Web Content Development of College Libraries Affiliated to University of Mumbai' sponsored by University of Mumbai.

The institution runs Ph.D. research centre under University of Mumbai. The centre has total 32 number of Ph.D. seats. The centre organises interviews for selection of candidates for Ph.D., 6 monthly progress report presentations, synopsis presentation and viva-voce. The instructional library provides previous research works to the research scholars. The institute purchases research tools for research scholors and made available for the research if they want to. The library provides N-List database membership to the research scholars. The library subscribes various research journals to create research environment among research scholars and B.Ed. students.

The institution has Diploma in School Management Centre of Yashwantrao Chavan Maharashtra Open University, Nashik with the intake of 60 students every year. For the completion of DSM course an Action Research is mandatory. The professors guides them for the completion of Action Research. In the second year of B.Ed. programme, students are asked for action research. Students are divided into equal groups for action research guidance under each professor.

The institute organises educational visits and training programmes like Teaching aid making workshop at Homi Bhabha Centre for Science Education, Awareness programmes of space and galaxy at Nehru Science Centre, Competency development workshop by Chembur Sarvankash Shikshan Shastra Mahavidayala, Chembur for B.Ed. students. The institute has made MoUs with the colleges of University of Mumbai, Inter-University Institutes and other Universities of Nation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOKHALE EDUCATION SOCIETY'S COLLEGE OF EDUCATION AND RESEARCH
Address	GES College of Education and Research 21 Gokhale Society Lane Acharya Donde Nagar, Parel Mumbai
City	Mumbai
State	Maharashtra
Pin	400012
Website	www.gescer.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Prashant Sadashivrao Kale	022-24136408	9422234593	-	gokhalebedparel@gmail.com
IQAC / CIQA coordinator	Shilpa Satish Waghchoure	022-24168493	9869370636	-	granthapalgescer@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	29-04-1977	View Document
12B of UGC	29-04-1977	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	GES College of Education and Research 21 Gokhale Society Lane Acharya Donde Nagar, Parel Mumbai	Urban	0.72	2913.737

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Graduate	English	110	107
Doctoral (Ph.D)	PhD or DPhil ,Education,Education	36	Post Graduate	English,Marathi	27	11

Position Details of Faculty & Staff in the College

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

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				4
Recruited	4	0	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	0	0	0	0
Yet to Recruit				4

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	2	1	0	1	0	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	1	0	2	1	0	1	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	14	0	0	0	14
	Female	93	0	0	0	93
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	8	0	0	0	8
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	1	1	0
	Female	3	3	2	1
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	1	0	1
	Others	0	0	0	0
OBC	Male	1	0	1	4
	Female	9	4	6	1
	Others	0	0	0	0
General	Male	7	0	3	3
	Female	32	0	37	40
	Others	0	0	0	0
Others	Male	0	4	0	0
	Female	0	41	0	0
	Others	0	0	0	0
Total		53	54	50	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Since our college is a single-faculty standalone college imparting B.Ed and Ph.D. degree programs. Gokhale Education Society has three colleges in the Mumbai District . One college is situated on the same campus T.K.Tope Night College having Arts & Commerce discipline, and another college is situated at Gorai Borivali, Imparting Arts, Commerce & IT, and Management Courses, As Per initiatives from the Government Of Maharashtra and our Society level, We are going to establish Cluster University Under Umbrella of Gokhale Education society. So can use the Physical and Human Resources of all three colleges to convert our institution into a multi-disciplinary mode. Also college will Start the ITEP

	Course as and when NCTE opens link to Start the Integrated Teacher Education Program Which is multidisciplinary in Nature
2. Academic bank of credits (ABC):	University of Mumbai is having Digital university keeping records of students who enrolled for the B.Ed Course eligibly & other relevant records are available on the portal, Student results & academic track records are available on the examination Portal.
3. Skill development:	College Imparting ICT skills Reading Skills Cartography Skills, Social Skills,Stress management skills, Sign Language, Inclusive Education skills Time Management through B.Ed Curriculum & workshops
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Three language Formula (English, Hindi, Marathi) is used by Teachers in Teaching Learning, Various Indian festivals are celebrated in our college to inculcate the Indian Value system
5. Focus on Outcome based education (OBE):	Our College is affiliated with the University of Mumbai B.Ed Syllabus Of Mumbai University Focuses on Outcome-based Education. The syllabus is designed to create future Teachers who know Different methods of teaching, Use of Technology in the Teaching-learning process & Indian values. The college organizes various workshops to focus on Outcome-based education (OBE) such as Phases of Teaching, Evaluation workshop
6. Distance education/online education:	During COVID-19- 19 Teaching – learning was done through various online platforms like Google Meet, Zoom. Also, Teachers created Google Classroom to share on line reference reading material. Task & assignment accepted through Google Classroom. Students are encouraged to use various online applications like Quiz let , Coursera Swayam, Canvas Teachers are encouraged to use online learning in various circumstances like heavy Rainfall or other calamities in city

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No

2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	No
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Teachers in their lectures informally inform students about the election process for parliament, assembly, and municipal corporation. While taking practice lesson in civics our students teach students of schools regarding the voting process, fundamental rights and duties of Indian citizens.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	No
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	We informally inform students to enroll in electoral roll for elections in parliament, assembly, and municipal corporation.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

File Description	Document
Institutional data in prescribed format	View Document

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	30	25	28	25

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	50	46	49	49

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	50	46	49	49

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	7	7	7

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
207.1356	158.9181	152.1631	132.8422	130.4258

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 35

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

GES's College of Education and Research is permanently affiliated to the University of Mumbai and follows the prescribed syllabus given by University of Mumbai. The institution regularly conducts orientation programmes for faculty members through staff meetings and informally also. It also reflects in our vision and mission of the institution. The University provides the term break and examination schedule, accordingly the institution prepares academic calendar under IQAC.

Some of our faculty members are actively involved in planning, reviewing and revising curriculum at university level.

Institutional academic calendar is prepared for the institutional activities both academic and extra-curricular activities such as:

- co-curricular activities,
- community work
- field visit/ excursion
- events
- Celebration of days
- examinations
- internship
- assessments : Class test/ Essay/Content test
- assignments: Case study, seminars, projects
- Creative techniques

The institute takes feedback from the student-teachers regarding curriculum.

The Principal and faculty members discussed and prepare the year plan and the course activities based on Programme Learning Outcomes (PLO) and Course Learning Outcomes (CLO) that incorporate varied activities, technology and learning experiences to the student-teachers. In staff meeting we take decisions about conducting seminars, workshops and conferences.

After realizing the pandemic Covid-19 situation across the country we followed the pandemic guidelines of UGC, Government of Maharashtra and University of Mumbai, the curriculum was transacted through online mode. E-content, YouTube session, zoom and Google classroom was undertaken in revising the mode of curriculum transaction in Covid-19 pandemic. Links of sessions provided to student-teachers throuh WhatsApp groups. After pandemic we adapted blended learning approach for student-teachers.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: E. Any 1 or none of the above

File Description	Document
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 56.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	7

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

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

1.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

1.2.4

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Data as per Data Template	[View Document](#)

1.2.5

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

Response: 5.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	0	0	8	0

File Description	Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

1. Our college is affiliated to University of Mumbai and we are implementing curriculum designed by University of Mumbai for B.Ed. course this curriculum is divided into different areas as follows -
   1. Core Courses
   2. Interdisciplinary courses
   3. Project based courses
   4. Ability courses
   5. Audit courses
   1. Core Courses focus on child psychology teaching-learning process assessment of learning and education-related paper
   2. Interdisciplinary focused on education management, gender, school and society,, language across
   curriculum and creating inclusive school
   3. Project based courses gives importance to practice teaching and school experience program divided
   into 3 semesters for 19 weeks, students conduct different types of lesson preparation teaching add administrative test and blueprint, year plan preparation of co-curricular activities in the college as well as in the school working with the community in the fourth-semester student conduct action research
   project
   5. Audit courses develops reflection and improves their ability in reading. ICT skill decide from curricular
   our college regularly organized teaching competency workshops to give virtual experience to our student teacher before they enter the school devices. Student utilized these skills for their practice lesson and internship program.
   Our college also conducted Yoga workshop to enhance various capabilities of the student also we conduct various co-curricular activity celebrations of days, annual sports responsibility is given to student and our teachers. They continuously observe how student conduct all the activities. All this knowledge gained by our student using them in the school experience program.

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

1.3.2

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

Response:

1. Gokhale Education Society's College of Education and Research Parel, Organize practice teaching in state government schools. Most of students working in Maharashtra and India in various schools. According to University of Mumbai students need to do 20 weeks of internship program in their practice teaching school . The daily routine program of school starts from morning assembly. We choose the practice teaching school according to nearby railway station of students accommodation .

2. We tried to get some ICSE and CBSE schools for our practice teaching but we have not gotten a positive response from them therefore we focus on state govt. school, private aided school and BMC municipal schools. Most of the schools where our student goes for practice teaching inculcates Indian values, cultural ideology. These schools are reputed and renowned schools in Mumbai. These schools have high demand for admission from parents because they are focusing results of SSC, HSC board co-curricular activity different types of games coaching of games NCC etc.

3. We conduct practice lessons in SSC board schools only. We have central vidhyalaya school situated in Mumbai but they are very far from our college.

4. We know the functioning of different types of schools like ICSE, and CBCSE. In core paper Assessment for Learning, we give them task related to comparative evalution of student related to their examination, student visiting different schools website to know various activities conducted by that particular school to compare their activity with state board schools to know the difference between the development of school system, exam pattern, timing, activities assessment system admission process among this schools we are trying to visit some international school to familiarise our student with their functioning.

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

1.3.3

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

Response:

Gokhale Education Society's College of Education and Research strictly follows the curriculum of the University of Mumbai. The curriculum is divided into core courses, interdisciplinary courses, ability courses, project-based courses, elective courses, and any one audit course among Understanding Self and Drama and Art in Education. The audit course opted by a student in sem.1 and certified in sem.4

The curriculum provides an overall development of a student teacher to become a professional teacher. The core papers are related to educational components related to the philosophy of education, psychology of education, knowledge and curriculum, assessment for learning, two ability courses namely a critical understanding of ICT and reading and reflection on text enhances ICT skills and self-development skills and reflective thinking, critical thinking, decision making, collaborative skills and working in group skills among the student teachers. Two elective papers related to schools subjects which student teachers studied in the Graduation level. The first method of the student is decided by the CET cell and while allowing second method the college committee taking into consideration of students' benefit allows taking second method of teaching. There are 30 practice lessons distributed in 3 semesters that are well guided, observed and given feedback at every stage of lesson conduction. Students are encouraged to prepare various teaching aids, participative learning approaches, use of brainstorming and cooperative learning while conducting of practice lessons. Students are advised to use various websites, open educational resources, use of books, journals available in the library, use of teaching aids available in college for conducting effective lessons. The college provides the required material and sources for effective lessons.

The action research is conducted in the school environment which gives a basic idea of research to the student teachers. We offer environmental education as an elective course for our students to develop an awareness and protection of environment among the future responsible students.

The audit course Understanding self inculcates various values like punctuality, regularity, introspection, and democratic values among the students. Every core course, elective paper, and interdisciplinary course has two tasks and two assignments related to the course. The student teachers has to conduct seminars, surveys, and interviews of teachers related to the different subjects. All these efforts are being taken through curriculum to create more competent future teachers.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 100

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

2.1.2

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

Response: 52.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	10	11	21

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

2.1.3

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

Response: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

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

Response:

Gokhale Education Society's College of Education and Research takes continued efforts in holistic development of students. Located in Mumbai city, well connected and accessible to the students. B.Ed

follows the Centralised Admission process of Maharashtra state, through common entrance test. Students are from different backgrounds - social, economical, political, academics, region, home university & other than home university, level of education, as well as students from other states join this course. Student's readiness to the course in terms of communication, interest, talents, develop innate abilities is given importance. Mentoring is vital as students belong to different backgrounds and groups. One-on-one interaction with respect to pedagogical aspect, career counseling, academic enrichment, practice teaching lessons and internship is done regularly.

Orientation of students is continuous system consisting of details on qualifications, experience, hobbies, strength, weakness, opportunities, challenges, socio-economic status, and medical history. Content test and personal interview is part of pre-test. Identifying the learner through their interest, talent search, Intelligence Test and Learning styles test.

Mentoring Groups are created, students are divided in groups and are assigned a teacher in-charge with the objective that students clear their doubts and get additional guidance from the in-charge teacher and complete all their work by collaborating with their group members.

Remedial lectures are provided for students needing academic support. The students are identified based on their academic performance of essay and class test marks, additional support through referral books, peer mentoring and e-content is provided.

Library orientations are given to all students at the beginning of the college. Library facilities are provided to all the students along with other learning resources thus providing academic support to all learners.

PTA & Alumni sessions include annual alumni meets and special expert talks guiding the students on school practices, expectation, job profile and salary expectations.

Community work is organised in a St. Paul's Our Lady's Home School at Parel for a week duration. It is also done through field visits to old age home. This gives them a practice to collaborate with their society in the future of their job settings.

Extra-Curricular activities are organized for the students at regular intervals. Value education, Yoga sessions, Career guidance sessions are also arranged for the B.Ed students to orient them of job opportunities, life skills, communication skills, expert sessions, classroom management, role of a teacher.

TET/CTET, awareness program is organized for student teachers.

Project method/ Problem solving/ Case study/ Movie review are encouraged to self-learning by doing projects and presenting them to the class.

Seminars are also conducted on a wide range of topics for the student teachers and experts from their different fields are invited to give an exposure towards different opportunities to our students.

Monthly all the activities, events and achievements of students and teachers celebrated during that particular month.

Students are encouraged to participate in university-level competitions. Intra and Inter collegiate

competition are organised.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: E. Any 1 or none of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 16.67

2.2.4.1 **Number of mentors in the Institution**

Response: 6

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Multiple mode approach to teaching learning is adopted by faculty members for effective teaching learning process. Our college plans variety of activities like educational visits, lectures by experts, seminars and workshops, etc.

Experiential learning- For familiarising students with social issues, visits to old-age home, orphanage are organised. Students are encouraged to participate and to present PowerPoint presentation on women's issues. Environmental awareness pragrammes were conducted.One of our faculty member completed short term course in experiential learning conduducted by Mahatma Gandhi National Council of Rural Education.

Visits to Mani Bhavan, Discovery of India, Elephanta Caves, and museum are organised for developing national feelings and for inculcating values like secularism, respect for freedom struggle, pride in our culture and heritage, etc. Visits to Nehru Science Centre, Nehru Planetarium help in developing interest in science and scientific attitude. We also try to practically implement whatever they learn in their theory.

Student-teachers are encouraged to do poster presentation on some of the topics, to give scope to their creativity and expression. Stress management workshop also conducted to cope up with the stress in the life.

Participative learning-CV writing workshop was conducted to prepare our student-teachers, how to write CV for apply in an institution.Our institution also conducted group work activity which helps student- teachers to develop skills valued by educationists (such as problem-solving, negotiation, conflict resolution, leadership, critical thinking and time management) exposes students to diverse ideas and approaches.We also conducted evaluatuion workshop, workshop of phases of teaching, I for Inclusion workshop etc.

Online mode- During the pandemic period institution adopted online mode for teaching learning process as instructions given by the authorities (UGC, University of Mumbai and Government of India) such as Google classrooms, zoom, E-learning platforms. Online assessments such as lesson guidance, practice lessons project guidance was done through social media –email, Google classroom, zoom, WhatsApp, mobile, YouTube.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

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

Response: 93.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	7	7

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

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

Response: 100

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

Response: 100

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.5

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

Response:

Gokhale Education Society's College of Education and Research has a unique student mentoring system. During the orientation programmes, the students are informed about the curriculum, its requirements and approach that need to be followed for successful completion of the course. School experienced teachers are called for college events and try to help students understand the requirements of the teaching job.

Addressing student diversity: Students are grouped as per their method and guidance group. A wide range of activities curricular and co-curricular are conducted thus helping in developing teamwork and collaborative learning skills. Through the talent search, innate abilities are highlighted, an opportunity given to students to showcase their productive skills. Students from different strata - age, socio-economic, faculty are provided support through referral books, peer mentoring, online sessions, fee payment concession & information for jobs.

Practice teaching meetings: Practice teaching is the heart of B.Ed. progam. PT in-charge continuously conducts meeting with the students specially during Internship programme. Student teacher's clears their doubts, plans for the internship activities, gets permission of PT in-charge, shares ideas on various activities. PT in-charge instructs student teachers about discipline in the school, behavior in the classroom, behavior with peer and school teachers.

Working in teams: Students participate in college assembly, co-curricular events, course activities,outreach initiatives, internship activities, content enrichment programme aim at an all-round development of the students. Tutorial in charge, Guidance teacher, Pedagogy teacher provide guidance, counselling, feedback and motivate students to develop their skills and abilities to become effective teachers.

Lesson Guidance: Lesson guidance is required before going to the school for practice lessons. Lesson guidance is provided in advance, in every week of Internship Programme or everyday if needed. Student teachers are asked to prepare lesson notes and get guidance. Every pedagogy teacher communicates personally with each student teacher, checks lesson notes thoroughly and guides about teaching method, teaching aid, questions to be asked, examples to be given etc. on regular basis.

Post-lesson guidance feedback: Student teacher's are given feedback after conducting practice lesson. Observer teacher writes positive and remedial remarks on the lesson notes and also instructs face to face on do's& don'ts given regularly.

Balancing work and stress: Sessions by experts on wellness, life skills, mental health, physical health, yoga and meditation provide students with insights to develop positive attributes and acquire strategies to balance their home and work-related stress. Mentors help students prepare for the campus interviews. Teachers ensure constant communication with the students through the Whats App, email, mobile and the online platforms during the Covid-imposed lock-down to boost the confidence of the students and help them find ways to deal with their problems.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5. **Use of media for various aspects of education**

6. **Discussions showcasing the linkages of various contexts of education- from local to regional to**

national to global

Response: B. Any 4 of the above

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

2.3.7

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

Response:

Gokhale Education Society's College of Education and Research organized various activities in the B.Ed class. All students were present for the activity.

To develop an inculcate 1) creativity among the students 2) Innovativeness 3) Intellectual and thinking skills 4) Empathy 5) Life Skills 6) Other core elements and values our teachers give various examples, hands-on experiences through co-curricular activities, role plays, we organises following activities

1.Group discussion,

2. Seminar,

3. Brainstorming

4. Morning Assembly

5. Poster Presentation

6. Extension Work

7. Surveys

8. Games and sports

9. Visits

10. Workshops

Our psychology teacher conducts some creative techniques to promote creativity and intellectualness among the students such as the formation of groups, influence on individuals of the group, and creative writing. All teachers promote these values through their daily lectures, practice teaching guidance, action research projects, making teaching aids, poster preparation, skits etc.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

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

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and

internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

2.4.3

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

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

Response: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.4

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Our B.Ed college follows the rules and regulations of the University of Mumbai. University has given a syllabus of B.Ed. and we follow that. The major part of B.Ed college is the Internship program The process is as follows :

PROCESS OF INTERNSHIP / PRACTICE TEACHING

1. Notice for staff to take school permission.
2. School permission letter.
3. Collect Method wise data of students & place of residence.
4. Workshop of phases of teaching.
5. Workshop on essential skills of teaching.
6. Workshop, a) How to write objectives & specifications. b) How to write a lesson plan.
7. School-wise distribution of students.
8. Distribution of stationery. a).Lesson note. b) Reflective Journal. c) Activity Journal. d) Attendance book. e) Lesson timetable book.
9. Orientation of Internship/Practice teaching.
10. Lesson guidance, method-wise.
11. Supervisor timetable of practice teaching.
12. Visit and take a timetable from school.

Activity conducted During Internship Program

During the internship program student teacher not only taking practice lesson but they are actively participate in various activity conducted by school.

1. Practice Lesson
2. Various competitions like – Allocation competition, Poster competition, Dance competition, Craft making, Demonstration,Singing.
3. Students, during the internship collect various information related to the school activities like-library functioning, laboratory functioning, attendance register, assessment of unit tests and examination, type of leaves, writing of students cumulative records, preparation of school timetable, they participate PTA and PSA program in the school. Student teachers acquire various teaching skills ability and knowledge. This makes perfect future teacher in this internship program.

Internship program given by university -

Sem - I Community Work Part I –
20 marks (1week)

Sem-II Internship 3 weeks 100
marks, Observation of school
activities (15 mark), Observation of lessons
given by pears - 5 lessons
(20 mark), Shadowing of school
teacher 5 lessons (1 week
15 mark) , 5 lessons (50 marks)

Sem- III Internship 11weeks 200
marks, 10 lessons (100 marks), Theme base lesson 2
lessons (20 marks), Co-teaching with school
teacher 3 lesson (30
marks), Administration of unit
test and analysis of
result(20 marks), Reflective journal on
internship activities (30
marks)

Sem IV- Internship of 5 weeks
including community
work (150 marks),

Learning resource (10

marks), Action research (25
marks), 5 lessons (50 marks), Reflective journal on
internship activities (20
marks),

Co-teaching with pears 5

lessons (25 marks)

All above activities are systematically carried out by our college with the help of reputed Practice teaching schools.

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

2.4.9

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

Response: 9

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

Response: 6

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Major part of B.Ed college is Internship program (PBC) that is 11 weeks program including total 3 semisters of B.Ed course and monitoring of internship process is follows.

1. Time table – a) Lesson time table b) Lesson by student teachers c) Observation of students lessons by Teacher-educators d) Observation of student teachers lessons by peers e)Observation of student teachers lessons by alumni if available and working in the same school;.

2. Lesson supervision- All lessons in Internship are well guided by Method masters and fully supervised by out Teacher-Educators in case of absence or non observation of lessons due to some emergency or unavoidable circumstances at the end of Teacher Educator, the Teacher Educator informs the group leader and concerned faculty member working in the school and request them to observe/ record the lecture of student teacher. In case of non observance of any lesson or non recorded lesson teacher educator asks student teacher to retake the lesson if possible in the same of next week, if this is also not possible then the teacher educator takes the interview of the concerned student teacher who conducted the lesson. The teacher educator also takes feedback from other student teachers .

3. **Other school activities including co-curricular activities-** Our teacher educators are present in the school and observes activities conducted by student teacher such as conducting sports, experiments in the laboratory, exam supervision, record writing, competitions, annual days and extra curricular activities also. Every student teacher keeps record of its presence right from morning assembly till the last period of the school. The daily diary alongwith reflection of the student teacher is monitored by concerned teacher educator on regular basis. The feedback regarding the activities conducted by student teacher, their behaviour, presence, discipline, co-operation, working in the groups, overall performance in the internship was closed monitored and evaluated by the teacher educators.

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

2.4.12

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

    1.Self
    2.Peers (fellow interns)

    3.**Teachers / School* Teachers**
    4.**Principal / School* Principal**
    5.**B.Ed Students / School* Students**

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

Response: D. Any 1 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Any other relevant information	[View Document](#)

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 88.57

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 48.39

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 3

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 20.2

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

Response: 101

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

All staff members of Gokhale Education Society's College of Education & Research are having Ph.D Education degree. All of the have completed Orientation & Refresher Courses conducted by UGC. All teachers are informed through staff meeting about various developments in the field of education like NEP 2020 & Teacher Education, Implementation of ITEP Program, Problems of Stand alone Teacher Education Institutions. We are having Whatspp group at college level & One group of Teacher Educators of state of Maharashtra. Information about Orientation Course, Refresher Course, Short term course, various workshops are intimated through this groups. All our faculty members are members of these groups and they are exchanging the information and thoughts on this groups also our teachers are completing various online courses through SWAYAM, CANVAS & Other online learning platforms. Teachers are regularly visiting websites of NCTE, UGC, NAAC, & other important Educational Institutions for updatation of the knowledge. Regular staff meetings 2 to 3 conducted in a month to discuss various academic activities and to discuss current scenerio of teacher education.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

B Ed curriculum is divided into ability course, audit course interdisciplinary course core courses elective courses.Student-teachers given practical ICT in education. Four tasks are completed in semester I. One audit course is cimpleted in semester I to Semester IV. In Semester IV student-teachers have to complete 1 action research project under guidance of guide teacher.

Continuous Internal Evaluation: Internal Evaluation procedures followed are as per the requirements of the University of Mumbai.Student-teachers evaluation is a continuous and ongoing process. Student-teachers are evaluated by all the teacher educators through PT lessons, Essays, Class-tests, Projects, etc. B Ed curriculum is divided into theory and practical part. It includes 5 Core courses, 4 interdisciplinary courses, 2 elective courses, 2 abilty courses -ICT, 4 project based courses. Student-teachers are given practical of ICT in education. 4 tasks are completed in all four semesters

PraciceTeaching Lessons: At the institutional level student-teachers are divided into groups. For each group one faculty member is made in-charge and mentor. He/ she monitors and evaluates the group. In addition to this, feedback is given to students teachers. Those who are having lack of confidence, stage fear special mentoring giving to extra guidance by our teacher educators.Student-teachers are guided at the pre-active stage of the lesson. Student-teachers submit their lesson plans during this stage. These are checked and discussed. Student-teachers are given suggestions for improvements. Lessons are observed during the interactive stage and detailed feedback is given at the post-active stage for the future improvement.

Essays: As mentioned above, writing one Essay in each course is the mandatory activity. Student-teachers are given chance to prepare the answer beforehand. This practice answer is checked and discussed and feedback is given. Student-teacher is evaluated through the correction of essay answered.

Class Test: This is also a mandatory activity. Discussion is held for the feedback. Student-teachers can also get their doubts clarified during this.

Action Research Project : Student-teachers are divided in groups. One faculty is made in-charge of each group. Each Student-teacher works on project independently. During the progress of the project and on the submission evaluates the work and gives feedback.

Reading and Reflecting Text: This is also a mandatory activity. During this activity in-charge faculty member continuously guide them and evaluate student-teachers.

In addition to this, Student-teachers are encouraged to ask questions during lectures and discussions. This helps in the formative evaluation of Student-teachers. Student-teachers are also observed during various curricular and co-curricular activities.

In short our institution regularly practice formative and summative evaluation in B Ed programme.

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

2.6.2

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

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

Response: C. Any 2 of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Mechanism for grievance redressal related to examination is operationally effective at Gokhale Education Society's College of Education and Research.

Internal Level:

- During the semester, (as per university of Mumbai schedule) prepare schedule for internal examination for FY B Ed and SY B Ed student- teachers with Principal and examination committee.
- Examination in –charge prepare notices – timetable for student- teachers, faculty and supporting staff well in advanced.
- Question paper format is informed to the student- teachers well in advanced.
- Question papers prepare by the respective faculty members and mail to examination in –charge.
- Examination in –charge check the question papers and proof reading also done with respective faculty members before printing. It make sure that each and every question paper has accuracy. After that examination in-charge print the question paper and sealed it.
- Examination in –charge prepare details of invigilation duty for faculty, seating arrangements of student-teachers and other necessary requirements before conducting examination and distribute necessary documents to the faculty members.
- Examination in –charge keep all records for receiving and returning the answer sheets (last date of submission) from faculty members.
- Principal and Examination in –charge make sure that internal examination will conduct smoothly and successfully.
- Our faculty members assess the essay, class test, assignments, practice lessons during internship programme, action research, community work, co-curricular activity, project, reading and reflecting text, teaching aids for evaluation.
- Collection of mark list/s (hard and soft copy) from respective faculty members.

- For identifying learning gaps, diagnostic and remedial teaching is carried out, after essay, class test.
- For student-teachers whose performance is not satisfactory and internal assessment, re-examination is conducted.
- If PT lesson of any student teacher is not up to the mark, he / she is given chance to repeat the lesson for improvement.
- Examination in –charge prepare consolidated mark sheet to send University of Mumbai website as well as in university inward section.

External level

- Invigilation duty is prepared for faculty members in well in advanced.
- Necessary requirement for conducting examination is arrange with the help of supporting staff.
- 2 Registers are maintained: 1) Invigilation duty for faculty and 2) Exam materials used & unused (Stock record)
- Principal, exam in charge, IT coordinator, the faculty members and supporting staff conduct external examination.
- During the examination, if issues arises like wrong methods in hall tickets we trying to solve it through concern authorities.
- After examination over daily collection of answer sheets and other mandatory documents are handed to University of Mumbai
- As soon as university schedule of online CAP, our faculty members assess the answers.
- Issues resulting in University exams is informed to the University through an email and handwritten letter. If the student-teachers facing issues related to method, marks for examination the same is communicated to the University.
- University information, after resolving the grievances is intimated immediately to the exam in-charge and the student-teachers once it is obtained, through the Principal.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)

2.6.4

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

Response:

Since the admission process of BEd programme is late in last 5 years.

Academic year	Date of last admitted student-teacher
2023-24	30/10/2023

2022-23	17/8/2022
2021-22	25/4/2021
2020-21	16/01/2020
2019-20	25/10/2019
2018-19	25/10/2018

Dater of external examination by University of Mumbai is given to the college according to their calender and it depends on the completion of CET cell(Government of Maharashtra). Therefore academic calender is flexible.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Academic calendar is prepared at the time of commencement of the academic year keeping objectives of the programmes of the institution in mind. While preparing academic calendar, mandatory curricular and co-curricular activities are taken into consideration. To ensure the PLO's and CLO's college conducted the activities through the participation of student-teachers.

Each faculty member contributes to planning of academic calendar. Activities based on teaching methods, visits, seminars, workshops tentative dates of internal exams are chalked out month-wise. Time-table is prepared on weekly basis, with reference to academic calendar. Some of the activities are rescheduled, depending on the situational needs. While preparing weekly time-table faculty members are consulted to accommodate their need for number of lectures for particular course or for time required to conduct co-curricular activity.

Teaching Skills Workshop helps us in assessing their skills in various teaching skills, such as black-board writing, explanation, narration, use of teaching-aids, etc.

Experts from various fields are invited to provide different perspectives on important issues. Visits to a variety of places of educational importance encourage experiential learning –Visits are organised to Nehru Science Centre, Museum, American Library, Homi Bhabha Centre for Science Education, Nehru Planetarium, Mani Bhavan, etc.

Sports events are organised wherein student-teachers participate in various events and develop team spirit. Besides outdoor activities, the institute has indoor activities such as chess, carom, and table tennis.

Student Council arranges various celebrations and events in consultation with the Council members, thus creating opportunities for all student-teachers to come together.

Health camp, Yoga help student-teachers to align the teaching learning to the desirable learning outcomes.

Under Extension work student-teachers have choice to participate in Population Education Club, Career Project and Survey of Women's Status. This helps in making them aware of social and cultural issues

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	50	46	49	49

File Description	Document
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

2.7.3

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

Response:

B Ed curriculum is framed by University of Mumbai. Curriculum develops professional competencies of student-teachers. Our college at the begining of academic year orient about the B Ed programme. Each and every department gives detailed information about the academic work to be carried out to the student-teachers. Various teaching competencies required for personal and professional attributes are used by our teacher education.

Student-teachers are exposed to a variety of curricular and co-curricular activities. Student-teachers are given free hand to approach any faculty member, as well as Principal, any time with their, academic, personal or professional difficulties.

Professional attributes: For professional attributes of the student-teachers, Focus0 is given on innovative teaching methods, rather than traditional methods. Various curricular and co-curricular activities like discussions, debates, competitions are organised. Student-teachers are encouraged for asking questions. They are given liberty to approach faculty for any academic help. They are provided with time in Time-Table for library reading, which is for improving their reading and referencing skills.

Student-teachers are encouraged to give suggestions while organising curricular and co-curricular activities. They are encouraged to participate in various activities. In fact, they are made to take lead in planning and organising of the activities. This not only fosters leadership qualities but also develops a sense of responsibility, co-operative feeling and builds confidence. They learn not only to own responsibility but also become vigilant towards their drawbacks. This helps them in continuous improvement

Lectures by eminent speakers, competitions and workshops help them in widening their horizons, developing positive attitude towards the profession and in developing healthy competitive spirit.

Extension work, Community work programme, which are conducted in the orphanage-school also, helps in giving exposure to student-teachers

Personal attributes: At the time of admission, student-teachers are counseled and are given thorough picture of the B.Ed. programme. From very first day, faculty members interact with Student-teachers and try to understand the difficulties faced by them. Participation and interactions of Student-teachers during lectures and other activities are observed and noted by Faculty. Observations are also communicated to the Principal. Faculty member, in-charge of the group of the practice teaching school is mentor for the respective group. Feedback is taken from the group members too, in case, any student-teachers in the group is facing any problem.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Link for additional information	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 98.15

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

Response: 53

File Description	Document
Data as per Data template	[View Document](#)

2.7.5

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

Response:

Student-teachers are guided and counseled right from admission stage.

They are guided for selection of proper method for which they are eligible, based on their academic background. At this stage attention is given to the rules and regulations of the admission procedures as well as departmental regulations for job approval after taking up a job on completion of the programme.

We organise orientation programmes for theory courses, practicum, examination patterns and other details related to the B.Ed. programme. One the first day of the academic year, Student-teachers are made to introduce themselves, giving details of their backgrounds and interests. This helps us in understanding their strengths and weaknesses.

Then a "Talent Search" programme is organised where student-teachersare given chance to exhibit their talent and skills.

During orientation programmes, they are given detailed idea about requirement of mastery over method content from school textbooks. This helps them in preparing for the "content", which is helpful for their practice lessons. Their content-mastery is assessed through "content test".

Formative evaluation through class test, assignments, essay, practice teaching lessons, group work, assignments, community work, learning resources, internship, book review as per the requirement of the B Ed programme.

Advanced learners are encouraged for self -study and for mentoring the weak students. They are given chance to present seminars on certain content topics. They are provided with guidance by faculty members to prepare for the seminar and discussions which follows.

Slow learners are made to answer previous years? question papers.

Weaker student-teachers provided help through mentoring, peer guidance, references, books, PPTs.

During internship programme, supervisors provide feedback to student-teachers what are the positive and negative points of student-teachers that helps her/him to know the where they are lacking and strengths in lesson presentation. Feedback from peers, school teachers is also encouraged.

Summative evaluation is done through University exams.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.63

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.37000	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)
Any additional information	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	**View Document**
Link for additional information	**View Document**

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 4.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	4	5	3	7

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

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 1.13

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	1	2

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 4.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	6	5	3

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

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 100

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

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

3.3.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.4

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

Response:

GESCER believes the most important function of an institution is transforming students & staff into social beings who are socially committed, professionally competent, and contributing towards the development of society**.**

- **Health Check-Up Camps:** The college has been in good professional contact with nearby

hospitals like KEM Hospital, Sion Hospital, JJ Hospital etc. The hospital-run PMS departments organized programs at the college level for overall health checks by Doctors. They conduct tests of Hemoglobin, Blood pressure, Sugar, Dental checks etc.

- **Academic visits to National Importance institutes** like Nehru Science Centre, Nehru Planetarium, HBCSE, Manibhavan, Elephanta caves etc.
- **Yoga and self-defense workshops** are conducted for students on various occasions like International Yoga Day on 21st June.
- **Training sessions on Infant and Young child nutrition are conducted in college for students.**
- **E-Waste management program -** Poster-making competition organized at college level.
- **Visit to Old Age Home at Khadavali**: Special cultural programs for the inmates of Old People's Home organized, Food items to the Old People's Home done by our college.
- **Extension work:** The compulsary social activity for all B.Ed. students are done through extension work. The following activities are completed: Cleanliness of camps, Tree Plantation Drives at Karjat, Social Awareness survey, APY activity etc.
- **Social Awareness:** Social awareness through street plays and rallies on: Women's safety, Environment conservation, and Anti-addiction drives organised by the police department at the college level.
- **Seminars** are conducted through Gender, School & Society courses to sensitization of students about gender-related issues. Our student teachers allotted for community work a week duration in Saint Paul Our Lady's home school for boys where orphan students or from very poor financial backgrounds are admitted.
- The college has organized a signed language workshop online mode by Kalulakar Pratisthan Mumbai to make student teachers aware of the sign language of deaf and dumb individuals.
- The college organized a day workshop on I for inclusion in collaboration with St. Xaviers Institute, Mumbai to make student teachers aware of the problems of differently able students.
- we organized a workshop to make students aware of Child sexual abuse, and cyber awareness.
-

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

3.3.5

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

Response: 1

3.3.4.1 **Total number of awards and honours received for outreach activities from government/**

recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	0	0	1

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)

3.4.2

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

Response: 9

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

Response: 09

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

3.4.3

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution has adequate infrastructure and physical facilities for teaching and learning. The college has an area of 2943.17 Sq. m. located in the heart of the city with a total built up area of 6115.70 sq.m. and R..C.C ground + 4 structure. The institution has well equipped classrooms, laboratories, computer labs, seminar halls, library, playgrounds and gymnasium for the effective teaching learning process.

- **CLASSROOMS:**

The Institution has total 4 classrooms. Each classroom is of adequate size and has enough lighting, air ventilation and good ambience. The institution has an adequate number of well-outfitted, ventilated, study halls for conducting theory classes.

All classrooms are ICT enabled. 2 smart classrooms with interactive boards. 4 classrooms with Wi-Fi/LAN/LCD Projectors 1 seminar halls-cum-classrooms with ICT enabled facilities.

- **Computer facilities:**

College has 1 computer laboratory with well-configured 7 computers and internet facility [Both LAN and Wi-fi facilities are available]. Separate software's internet facilities are available both at office and library for the smooth functioning of administration.

- **Language Laboratory:**

College has language laboratory with 15 computers

- **Research Room:**

The institution has a separate research centre for discussions, sessions, presentation to carry out doctoral research program.

- **Library:**

College library is a Digital Library with 3 computers having internet facility, N-List facility,Newspapers, journals, magazines and periodicals, reading room for students and staff members

- **CCTVs:**

Floor wise CCTV cameras are available in passage as well as in classes.

- **Sports equipments**:

The annual Sports Day is conducted at BMC Ground adjutant to college.

Sports equipment such as ball – throw ball, basketball, cricket ball, cricket equipment, dumbbells, weights, carom board, chess board are available in the college campus.

- **Gymnasium & Fitness centre:**

College has facility of gymnasium & fitness centre for all students and staff.

- **Canteen:** is available in college campus itself.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 0

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

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

Response: 4

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

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

Response: 0

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Institution has adopted automation of library using Integrated Library Management System (ILMS) in the form of **Software for University Libraries** (SOUL). SOUL is an state-of-the-art integrated Library Management Software designed and developed by the INFLIBNET Centre. The SOUL software consists of 6 Modules. With the help of SOUL Software, the library uses all the modules provided by the software. The books acquired by the library are entered in the software. Books have been bar coded. The issue return of books is done with the help of circulation module. Also the card system for the issue return of books by the users is being maintained by the library. At the time of Library orientation the new students have been oriented by the features and use of SOUL software. Students can access the OPAC Module where they get the information about the availability of books in the library. Web OPAC is also been provided to the users.

Library has the collection of Books, Journals, E-books, E-journals, Dictionaries, Reference books, Encyclopedia, Year book, CDs, Theses etc. Library has Library Advisory Committee. Principal is the chairman of the committee, librarian is the secretary of the committee and two senior faculty are the members of the committee. Library Advisory Committee meets twice in a year for up-gradation of the library resources and facilities.

Various activities organised by Library Department:

- Visit to American Library-Dosti House BKC, Bandra Mumbai
- Organised Webinar on Intellectual Property Rights.

- Organised Webinar on Open Educational Resources: Search Techniques
- National Webinar on CAS for Librarian (Stage 1 to Stage 4).
- Online Workshop on Intellectual Property Rights & Patents and Design Filing
- Workshop on Effective CV Writing

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

4.2.2

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

Response:

The institution has been using N-LIST Database provided by INFLIBNET Centre for the remote access for the users. The institute annually subscribes the N-List Database. Full text e-journals and e-books are being provided by N-List by various publishers. The faculty members, PhD scholars and B.Ed. students of the institution are provided by the membership. Wherein the students can login the N-List database remotely. The users can access and download the required information from N-List database for their study purpose.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

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

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

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

Response: 0.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.7887	0.52901	0.4949	1.013	1.088

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.2.5

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

Response: 20.91

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

Response: 564

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

Response: 454

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

Response: 424

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

Response: 405

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

Response: 349

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document

4.2.6

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Gokhale Education Society's College of Education and Research provides sophisticated IT-infrastructure which comprises of computing-equipment, server, software and internet facilities. Gokhale Education Society's College of Education and Research ensures providing state-of-the-art IT-infrastructure with assessment of the efficacy of existing facilities. The students are encouraged to use IT-infrastructure in the best possible way to enrich their learning.

Wi-fi facility is powered by dedicated leased lines (100 Mbps). In meeting and being at par with the latest the digital need, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides adequate number of computers, printers, scanners, LCD with projector to help students and faculty to carry out academic activities effectively.

The college has well established mechanism for upgrading and effectively using ICT to ensure effective teaching-learning process. Every year, budget is allocated by the management for annual maintenance and up-gradation of ICT facilities.

The college has AMC for maintaining hardware and ICT infrastructure in the campus. Students spend their extra time to make use of the abundant information available on the Internet at the library. The College has one computer Laboratory and one language laboratory with requisite numbers of computers and these computers are made accessible to the students to instill the IT skills in them.

The college owns 28 Desktops and 6 Laptops. Among these, 21 computers are used by the students and the rest are used by the office. All the computers in laboratories are connected with LAN and internet facility.

Digital library with 2 computers are for students, where students can access N-List membership resources along with free resources available on internet. The college also possesses other ICT equipment such as projectors (5), LCD Display (2), printers (2) and photocopiers (1).

This ICT equipment are adequate for the benefit of students in particular and the staff members in general.

During Covid-19 lock downs teachers of our college adopted online teaching mode through many digital platforms like ZOOM, Google meet, Google class room etc. The institution has purchased the zoom license for online sessions.

File Description	Document
Link for additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.86

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

4.3.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 1.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.56462	5.44011	1.65537	1.30214	5.30547

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.4.2

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

Response:

Computer laboratory has done AMC with GLS computer Ltd. six PC are working in computer laboratory. Twice in a month they visit laboratory and check all PCs. Total six PCs are available for use of students. Student's visits laboratory for completing ICT practical's batch wise. 100 Mbps internet with WIFI facility is available for staff and students use.

We have a Language Laboratory where Wordsworth Senior Software for the development of English Language fluency has been installed. There are total 18 Client PC's and 1 Main server which are connected through N-computing system. We get training by the agency whenever needed through an on-line mode. Our students are also trained through the training regarding operations of the software. We made 10 Language Laboratory representatives who instructs students and assigns the tasks time to time. Students are given user id's and passwords.Whenever there is any repair work or any issue with it we seek guidance different vendors and get solved through our IT vendor with required negotiations. Students are instructed well regarding the use of lab. We motivate students to complete the tasks especially during the Pedagogy lecture and whenever they get time especially before and after the lectures.Every day the cleaning staff cleans the lab.

The classrooms are especially used for conducting lectures. There are 3 main classrooms with LCD projectors installed. In the main hall / classroom along with lectures celebrations of monthly events, guest lecturers, Indoor games and workshops of various activities are arranged. The main hall has a 100 seating

capacity. The professors utilize LCD projectors for teaching and give better experiences of the content.

The cleaning of benches and floor is done on regular basis before the students arrive.

Library Maintenance

There are separate cupboards for shelving the books, reference books, text books, bound volumes of journals, theses, CDs & DVDs. To books are shelved in the cupboards according to the Dewey Decimal Classification. Subject wise books are kept accordingly. The record of bills for book purchase are maintain in a file. The separate accession register are maintain in the library. Purchase of books has been entered in the accession register. The journal subscription is made annually. The N-List database (E-resources) are subscribed annually. For the issue return of the books for students – the library card has been maintained. For the issue return of books for teachers – a register has been maintained. Every year in the summer vacation the termed powder is been put in the cupboards to avoid the damage of the books. For the computers and printer of the library AMC has been done.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

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

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

Response: D. Any 2 of the above

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

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

5.2.2

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

Response: 15.38

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 8

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

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

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 2.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	1	0	3

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

GESCER student council is formed as a student representative body a connecting link between the staff and students. Under the guidance of the Principal the faculty in charge is responsible for conducting a variety of events. Its main objectives are to maintain discipline, provide mechanisms to address grievances, conduct various programs, and develop team spirit, leadership skills, and cooperative learning amongst student teachers. The various activities conducted by the Students' Council include conducting regular meetings, giving instructions in the classes, conducting academic, sports, and cultural activities smoothly, and addressing the grievances of students. Even though there is a fair chance to every student to communicate with the administrative officials, the Student Council acts as the interactive body facilitating a primary level of communication.

General Secretary: The General Secretary (GS) leads the Student Council and coordinates activities among the members of the Council, the teachers and the students.

LR- Ladies representative is selected to know the problems and issues of female students. It communicates with GS and communicates with the principal. Ladies representative associates with the General Secretary in organizing and implementing various activities in & outside the college.

Cultural In-charge: The cultural in-charge coordinates with the students to ensure maximum participation of student-teachers and present good quality cultural programs at various inter and intra-collegiate levels. We organize a program on the last week of each month for the major special days of the month wherein students present their ideas through various acts like drama, poetry recitation, dance, speech, prayers, etc.

Magezing Representative: Magazine Representatives are responsible for collecting write-ups from the students, staff, and principal, proofreading, decorating, designing, and arranging them meaningfully in the magazine under the guidance of the professor, and printing them too.

Internship In-charge: The internship in-charge is expected to coordinate between students and practice lesson Professors for selecting students in practice teaching schools at various locations depending on their place of residence. The internship in charge orients the group leaders of various schools about the entire activity. The Professor clears the doubts of students with PT staff and coordinates with students. It also instructs about lesson guidance schedules, and meeting with staff whenever necessary.

The communication with the school is also made up from time to time.

Sports In-charge: The Sports in-charge is responsible for organizing the annual sports day event in

GESCER.

WDC In-charge: The women's development cell in charge are given the responsibility to arrange, and coordinate several programs on women's issues, a celebration of International Women's Day, conducting seminar, poster presentation on female topics to aware and spread understanding among future teachers.

Report Writing In-charge: The Reports in-charge takes charge to write and maintain reports and/ or collect and compile reports written by others for all major activities.

IT In-charge: The IT in-charge is responsible for arranging an LCD projector for teaching and various activities of the college. It also takes the responsibility of making arrangements of audio system for different curricula and co-curricular activities.

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

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

Response: 13

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	8	19	22

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

College has non-registered in formal alumni every year college organized alumni meet in the college main alumni working as principle various B.Ed college Mumbai city some are professors working in B.Ed. college. When college need of their help they will stand with college,
Contribution of alumni –

1. Demonstration Lesson - Before starting second-semester internship program college arranged demonstration lessons for past students, they are best in their academic year.
Mayuri Choudhary, Omkar Zagade, Pooja Mayekar, Nandan Karkate, Shraddha Dubey
2. Resume writing - Shailesh Khadtare one of the best students came to conduct a workshop on resume writing.
3. Judge of Competition – Miss. Maisha Jadhav past student college invited her on the 22 & 23 April 2022 as a judge for Poster and Singing competition, She is a Ph.D. student of our college.
4. CDC Member- Mr. Sagar Rawal working as Assistant Professor at VJIT is an active member in College Development Committee.
The college has an official active Facebook page and WhatsApp group of every year students.
When the received of recruitment of the teacher of any advertisement our staff members post on our Facebook page and WhatsApp group to our past students.

If the college requires any help in teaching learning , extra curricular activities and development of our college, our alumni is always ready to co-operate the college. Apart from this, the alumni also shares the recruitment advertisements to our teacher educators. If, the student teacher is appointed in the same school where our alumni is working, they help the newly appointed student-teacher to accommodate with the school culture..

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 3

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

5.4.4

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

Response:

Gokhale Education Society's , College of Education & Research , Parel is oldest and prominent institute in the City of Mumbai. The college produced more than 5000 teachers in the last 5 decades. The college also produced 39 Ph.D. research scholars in last 5 decades. All these alumni was working and currently working in various capacities in the field of education e.g. teachers, supervisors, headmasters, principals, education officers, policy makers. Some alumni is working in non educational field too but, the number is less as compared to alumni working in education field.

Most of the teachers and principlas are our alumni working in Mumbai, Maharashtra, other states and abroad too. There is a strong bond between alumni and college. Whenever the alumni near to the college they deliberately visit to the college and shares the achievements and progress, they also asks if any help the college requires. Our few alumni is working in the Gokhale Education Society's institutes and also Ph.D. scholars are our alumni. Our alumni has a close bond with the Gokhale Education Society and they helped financially in the Medical Project at Nasik campus of the society. We do not have formally registered alumni but we are trying to register it soon.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Gokhale Education Society was founded on 19th February 1918, on the third death anniversary of Namdar Gopal Krishna Gokhale, by his illustrious disciple late Principal T. A. Kulkarni, who was a great social worker. Society has completed 100 years of meaningful existence and has today more than 140 units spread over three zones Mumbai, Nashik, Thane-Palghar.

The Gokhale education society is committed to the cause of student empowerment through access to education at all levels particularly in higher education, to have world-class citizenship through relevant courses under formal and informal streams.

Our Societys philosophy is based on that of Namdar Gopal Krishna Gokhale. Purpose, vision, mission and values of our institution are in tune with that of our Society. Same are given below:

GES Moto: „DnynahPratistuBhaktitah? – only through complete devotion one can acquire knowledge. Moto of our college is„Sa vidyayavimuktaye? – knowledge for salvation.

Mission: Commitment to social cause of upliftment and betterment of the society through process of education.

Vision: To develop the values, skills and qualities of empathy, leadership, creativity and righteousness in STs to be the agents of social change by instilling in them scientific attitude, gender and environmental sensitivity, passion for life-long learning and development of lifeskills for effective sustenance in globalised world.

At the beginning of the year work distribution is done keeping in mind strengths of each employee. These are then communicated during the staff meeting by the Principal.

College Development Committee Meeting of the college is constituted as per Maharashtra University at 2016 which comprises of representative from management, teachers, non-teaching staff, alumini, present students, members from social work, members from industry and educationist from society. CDC meets four times in a year, two times in first semester and two times in second semester to discuss functioning, development, progress, and current scenario of teacher education.

IQAC of the college take care of activities and functions of each department of the college that is examination, admission, purchase, ISO, Practise teaching, Extension work, Field Trips, Internship, Community work, Cultural activities and teaching learning process.

Every activity academic and administrative, conducted in the college is planned, executed and monitored by the Principal. Head of the institution, in consultation with other faculty members, chalks out the academic calendar and the curricular and co-curricular activities therein. Budget allocation for various activities is planned accordingly. Periodically feedback is taken of the activities conducted and students reactions are judged. Focus is on providing STs with required inputs and infrastructural support for technology, library and other support material like teaching aids. Head of the institution encourages students in participation of various intercollegiate competitions and makes sure that each and every student gets chance to showcase his / her talent.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

Our college is having different committees for every year. Names of the committees are Examination Committee, Internship Committee, Cultural Committee, Student Council Committee, Library Committee, Attendance & Timetable Committee, etc.

At the beginning of the year, planning of the activities to be organized throughout the year is done. As mentioned earlier, we plan activities which can be accommodated in the available financial resources. For human resources, Principal in consultation with faculty members allocates duties and various departments, considering the strengths of individuals. Allocation of resources is planned. When the action plan is prepared at the beginning of the year needs modification, Principal discusses it with faculty members and necessary changes are done.

As per the changing needs and improvements planned, Principal along with the faculty members chalks out the academic plan, considering financial and human resources as well as the availability of time. While developing academic plan, year plan of the school is considered. Activities which are to be carried out at the Practice Teaching schools are decided and are informed to Practice Teaching schools in advance. In case of any difficulty in time-schedule, the plan is modified at the college level. Academic calendar containing curricular and co-curricular activities is presented to the Management for their consultation, perusal and approval in College Development Committee Meeting.

College is having 23 Committees for Effective implementation of Co-curricular & Curricular Activities. Each Committee is having Chair Person who is responsible for functioning of that committee with other committee members.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3

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

Response:

Gokhale Education Society's College of Education & Research, Parel maintains transperacy in its financial academic administrative functions:

Every financial transaction by students college provides receipt to students. All salary and other bills of staff members provided by cheque. Maximum transactions of college done through only cheque payments. Cashbook & ledger maintained properly. Financial Audit done through Chartered Accountant every year. And same is uploaded on the College Website. Academic calender, Timetable displayed on college notice board. Academic planning is done at the begining of the year. Word distribution chart provided to all teaching and non-teaching staff. Library committee and purchase committee works as per as ISO Standards our college is certified by ISO. We adopt all procedures of ISO for betterment of Transperancy in financial academic administrative purposes. Internal and External of ISO cheques transperancy in all these aspects. College is having active IQAC cell, Womens development cell, Student council, Examination Department which ensures quality and transperacy in each aspects.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

At the beginning of the year, Institution prepare work distribution for Academic year with discussion with faculty members and non-teaching staff. Strengths and Weakness are taken into consideration while allotting the portfolio to the concerned employee.

Academic Calendar is prepared in the beginning of the year as B.Ed. Admission process is done through

Government of Maharashtra CET Portal College is making changes as per the schedule of the admission. Various committees formed by the principal work as per the requirement of the concerned department. Timetable In-charge prepares timetable per week as B.Ed. College mostly depends on Practice teaching schools so timetable in-charge makes changes according to the requirement.

Practice Teaching In-charge through Group leaders Communicates with Practice Teaching schools for Practice Teaching Lessons internship and Other School Activities. Weekly follow up is taken by Practice Teaching In-charge.

Student Council In-charge monitors daily routine morning assembly discipline in the college also cultural activities important dates are celebrated under guidance of Student council In-charge.

Admission Committee monitors total admission procedure and submission of required documents to admission regulatory authority as by time schedule given by CET Cell Government of Maharashtra.

IQAC Department ensures sooth functioning and organization of activities of each department. Since college is ISO Certified. Management representative of ISO conducts internal and external audit also MR ensures compilance of NC given by auditors of ISO.

Research Cell of the college ensures admission process for Ph.D. Education Degree and after admission of the student to submission of the thesis entire process is observed and monitored by Research Cell In-charge under guidance of Principal as per guidelines given by University of Mumbai and UGC for the Award of Ph.D. degree.

Twice in a month staff meeting with teaching and non-teaching staff members is conducted by Principal to discuss the functioning of all academic and administrative activities carried out and to be carried out in the month. All staff meetings minutes are recorded to staff secretary and decisions are distributed to all faculty members and no-teaching staff.

CDC Meeting is conducted four times in a year, two times per semester. Report of every department submitted in front of College Development Committee. Suggestions given by CDC implemented and Compilance given in the next CDC meeting.

Financial aspects internal audit is conducted through chartered accountant and external audit is conducted through accountant general state of Maharashtra.

Principal submits report related to functioning of the college and developmental process in the college to management of the Gokhale Education Society in the meeting of Senate and Principal Forum of Gokhale Education Society. So there is systematic procedure of monitoring of each and every academic and non-academic activity conducted by the college.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

6.2.2

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

Response:

Gokhale Education Society's College of education & research is conducted by Gokhale Education Society   which is very prestigious institute in state of Maharashtra. The college is 100 Percent Grant in-Aid by the government of Maharashtra. College is having 2F & 12 B status By UGC. College is recognized By NCTE . College is ISO Certified. All Recurment of Teaching & Non Teaching Staff made through management of gokhale education society   as Per Rules Framed by gorvement of m,aharashtra , Mumbai Universwity UGC & NCTE . Rules & regulation Framed for promotion are framed by Gorvement of mahrashtra adopted for Teaching & non teaching Staff All addmissions are are done through Govement of Maharashtra CET Portal .Ph.d education addmissions are given as per UGC & Mumbai University Guidelines ISO audit & INternal finical auduit done on regular basis . External finanisial audit is done through Accountant general state of Maharshtra ,, Students Provided Scholaships as per Exsiting Rulescof Govrment of india & state of Maharshtra

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Data as per Data Template	[View Document](#)

6.2.4

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

Response:

Gokhale Education Society's College of Education and Research Parel, Mumbai constituated different bodies for the smooth functioning of the college Principal conducts regular staff meetings to discuss various planning and execution of the planning. Every staff meeting was recorded and decisions were distributed among staff members for noting and action.In the next staff meeting previous staff meeting - minutes discussed action taken report by the staff members. According to the Maharashtra Public University Act College has constituted College Development Committee:

1. Chairman of the Management:
2. Secretary & Director HR:
3. Joint Treasurer & Trustee of the Management:
4. Vice Chairman of the Management:
5. One Head of the Department:
6. Teacher Representatives:

7. Non-Teaching Staff Representative:

8. Four Local Members: i. Alumni –

ii Industry –

iii Research –

iv Social Service –

9. Co-ordinator of IQAC:

10. Student Council member:

11. I/C Principal of the College:

The College Development Committee meets four times in a calendar year and discusses the status of the functioning of the college developmental problems requirement of the college. CDC gives decisions and opinions related to the agenda. Gokhale Education Society is a teacher-managed society. Decisions of management related to college activities are intimated through college principals. Society has its governing body, senate, principal forum, and organization committees. Regular meetings in regular intervals are conducted by society with the principal through these committees. Society closely monitors each activity conducted by the college in the form of reports and individual decisions in the meetings. Management members of the society guide us regarding the curricular And co-curricular activities of the college in CDC meetings.

As the college has having purchase committee, library, admission committee, and student council

committee meets frequently to execute the planning and implementation of respective activities.

1) College Development Committee

3) Admission Committee

4) Purchase Committee

5) Practice Teaching Committee

6) Research Cell

7) Examination Committee

8) Student Council Committee

9) Library Committee

10) Wdc committee

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Following practices we do

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

Refresher/ orientation/short-term course- The institution places a lot of emphasis on the professional development of the faculty and encourages and supports them to attend orientation, refresher, and short-

term courses to update their knowledge.

Performance appraisal system- The 360-degree performance appraisal mechanism is done through Table 1 and Table 2 of CAS form of the University of Mumbai and aids in providing constructive feedback and developing the human resources of the institution.

Research support- The institution encourages the faculty in their research endeavors by providing them all necessary support such as utilization of institutional resources, library, internet, laptop, infrastructure facilities, flexible work hours etc.

Paid participation in Inter-institutional Seminar- There are several opportunities for participation in seminars and presenting papers within the various institutions under Gokhale Education Society and the institution consistently motivates the faculty to attend the same and present papers.

Duty Leave- The faculty are provided with Duty Leave for attending Orientation, Refresher courses, short-term courses, and University commitments.

Leave sanctioned for personal reasons- The welfare of the faculty is very important to the institution and they are provided with leave facilities for personal reasons.

Child Care Leave – Special Child Care Leave as per the directions of the Maharashtra Government is also provided to the staff.

Teachers Day - The Management organizes the Teachers Day celebration bringing together all the institutions for the program which consists of the achievements of the teachers are appreciated through the Best Employee Award by the Gokhale Education Society. The management also felicitates staff with the best teacher award and best non-teaching staff awards.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.3.2

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

Response: 25.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	6	0

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)

6.3.3

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

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	00	00

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

6.3.4

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

Response: 51.61

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes

(FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	5	3	2

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

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

Response:

Gokhale Education Society's College of Education and Research follows the UGC & NCTE Regulations on Minimum Qualifications for the Appointment of Teaching and Non-teaching Staff.

According to the UGC and University of Mumbai's guidelines, for the promotion of Teachers, the Performance-Based Appraisal System (PBAS).proforma based on Academic Performance Indicators (APIs) in recruitment and Career Advancement Scheme (CAS) promotion of teachers has been done.

The non-teaching staff is assessed based on annual confidential reports.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Gokhale Education Society's College of Education and Research conducts internal and external financial audits regularly as per procedures laid down by financial audit rules laid down by the Income Tax Department, Government of India time to time.

Since our college is 100 % grant-in-aid college, the Accountant General, Government of Maharashtra conducts audits in regular intervals. Every year S.V. Ginde & Co. Chartered Accountant firm appointed by our management conducts regular financial audits. Details Receipt & payments accounts, Income Expenditure statement, Balance sheet, etc. made by certified Chartered Accountant. They check the cash book and ledger of the college from time to time. Staff Income Tax calculations are made by a Chartered Accountant firm. All financial transactions made at the college level are checked by C.A.

The parent institution Gokhale Education Society conducts an ISO 9001:2015 audit every year to maintain the audit discipline in all education institutions. S & A audit certification company has been authorized to conduct the audit of all affiliated institutions of the Gokhale Education Society. Quality Manual and quality Procedure developed at the institution level as per criteria given in the ISO 9001:2015 system. Management Review Committee meeting conducted at the end of the audit reviews critical performance of the institution.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.4.2

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Gokhale Education Society's College of Education and Research, Parel, Mumbai is 100% grant-in-aid college established by Gokhale Education Society Nashik in 1970. It is recognized by UGC under 2f & 12B. The college is recognized by NCTE and permanently affiliated by the University of Mumbai. There are 2 main sources of income for college 1. Grant received by Govt. of Maharashtra through Joint Director, Higher Education, Mumbai 2. Tuition fees and other fees collected from B.ed. & Ph. D. students. The college also receives developmental grants from UGC under various schemes. The college faculty receives traveling grants, minor major research grants under UGC schemes, and the University of Mumbai.

The college prepares an annual budget well in advance and sends for the permission from Joint Director of Higher Education, Mumbai which includes salary grants, CAS arrears, Leave travel concession bills, and medical reimbursement bills. We also send the budget to The Gokhale Education Society for approval. The college has a purchase committee that purchases minor things and for major expenditure, permission is taken from the Gokhale Education Society.

The college accepts the fees in the form of Demand Drafts, Cheques or Pay orders. We provide receipt of payment for every financial transaction by students. Cashbooks and ledgers are maintained by the clerical staff, and receipts and payments are submitted to the Gokhale Education Society as and when demanded. The chartered accountant conducts an annual audit of the college for every financial year. The audit was also done through the Accountant General of Govt. of Maharashtra. Various heads for the expenditure for accounting purposes are made and expenditures are made for the concerned head only. Traveling allowance and conference fees are paid to the staff who attend the conference of any other program by the permission of the head.

The Gokhale Education Society and the college adopt a crystal clear policy in financial matters and accounting part.

Since we are having various institutions affiliated to various bodies in the same campus we share many of the classrooms, multipurpose hall, LCD projector, mike system, chairs, and conference room for academic purposes. The expenditure of common spaces and amenities like electricity bills, security guards, cleaning staff, and municipal taxes is shared with different institutes.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance Cell (IQAC of GESCER has contributed significantly for institutionalizing the quality assurance strategies. By organizing various activities under IQAC, the institute can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced. Quality Assurance is a condition that leads to the achievement of transparency. The IQAC cell of the institution was established on 5th January 2005 and consistently endeavored to maintain quality benchmarks in the curricular and co-curricular activities of the institution.

The institute has strived to organise various activities through IQAC in the last five years such as;

- Workshop on Yoga
- Workshop on IPR
- Webinar on OER
- Webinar on CAS for Librarians
- Workshop on TET
- Workshop on Effective CV Writing
- Seminar on Child Bullying
- Workshop on Sign Language
- Mega Health Awareness Camp
- Celebration of Golden Jubilee Program
- Poster Competition
- Celebration of National Importance Days
- Educational visits
- Workshop for I for Inclusion
- Training for Teachers

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

6.5.2

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

Response:

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, uploaded on the college website, and circulated among the faculty members. Admission to B.Ed. programs, Ph.D. summer, winter and mid-term vacations, and internal examination schedules are notified in the Academic Calendar.

All newly admitted students are given the orientation and introduction about the management, institute, campus, teaching and non-teaching faculty. Separate syllabus orientation is been given to the students.

All the curricular and co-curricular activities are organized under the umbrella of IQAC. Daily attendance is of students are taken with the help of Bio metrics. As a part of curricular task and assisgnement, class test essay are taken for assesment of studnets. Various programmes are organised for students such as Yoga, Health Camp, Cyber Bullying, IPR for the overall development of students.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)

6.5.3

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

Response: 26.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	31	25	28	27

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

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

6.5.5

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

Response:

In the following ways the institute keeps the incremental improvements to achieve in academic and administrative domains of the functioning;

Cycle 1 (2004-2011)

- Visit of UK Teachers
- Collaboration with Seth G. S. Medical College for Community work
- Launch of College Website
- Computer Lab was developed
- Organised State Level Seminar and National Level Workshop
- Started DSM Course with YCMOU ISO 9001-2008 Recertification

Cycle 2 (2011-2017)

- Blood Donation Camp in association with KEM Hospital
- Organised two UGC Sponsored National Conference
- Organised NAAC-sponsored National Conference
- Organised ICSSR sponsored National Workshop on Research Methodology
- Staff has undertaken UGC Major and Minor Research Projects
- Staff undertaken MRP sponsored by University of Mumbai
- Publication of Books and Research papers by faculty members

Cycle 3 (2017-22)

- Celebration of the Golden Jubilee of the institute
- Organized various seminars and workshops on IPR, Cyber Bullying, Yoga, CAS, TET
- Organized Mega Health Checkup camps twice with Sion Hospital and JJ Hospital
- MoU with Intra and inter-State Institutes and Universities
- Staff undertaken MRP sponsored by the University of Mumbai
- 18 students awarded Ph.D. from our Research Centre
- Faculty members received Ph.D. guideship from University of Mumbai
- Organised Mega Health Checkup and Blood donation camp twice in association with Sion Hospital and JJ Hospital
- Publication of Books and Research papers by faculty members

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The Institute -

1. Trying to reduce energy use. All the students and staff ensure that the electric devices are used when it is necessary. The last person to leave the room switch off the lights and fans is the everyday practice.

2. Efforts to reduce water and other resource usage. Regular inspections electric appliances and timely repairs are done to avoid energy wastage.

3. Waste segregation, with wet and dry waste separated.

4. Waste reduction through digitalization

5. The College focus to see that minimal waste is generated in the institution. Solid waste is segregated as bio degradable and non-degradable and handed over to BMC (Bruhan Mumbai Municipal Corporation). All classrooms are provided with dustbins for dry wastage disposal.

6. Water conservation through regular inspections and timely repairs. After using water in washrooms, wash basins, water -filters taps are properly fixed to avoid water leakage.

7. Student-teachers environmental awareness programme conducted in their practice schools.

8. Fire extinguisher installed in college premises and regularly maintain.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

Waste Management Policy

The institution realizes that sustainable and holistic waste management is essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching faculty, students, and other stakeholders. The waste management policy of the institution guides the adoption of practicable waste management services in the institution and the education of all staff and students for responsible waste management. The policy helps to ensure limiting waste generation, segregation of wastes, responsible disposal of wastes and conversion of waste into value added environment friendly products, wherever possible. Furthermore, the policy forbids the use of plastics inside the campus and prescribes the disposal of plastic waste if any, in a responsible way.

Procedure for waste avoidance

In the procedure adopted for waste management, waste avoidance and waste minimization are given preference, for which dissemination of information is adopted as a continuing exercise. The institution takes efforts in minimizing the wastes in the college through continuously insisting on its importance in various occasions and monitoring in all possible aspects. This effort has given remarkable outcome resulting in minimal waste in the college. The generation of paper waste is also restricted by using technology to communicate information wherever possible. The water usage is also minimized in the campus. This leads to reduction in the volume of waste water generation. Rainwater harvesting is placed inside the campus to avoid wastage of rainwater.

Procedure for Waste Segregation and Disposal

The institution adopts the practice of waste segregation by way of placing two colour dustbins for the disposal of each category of wastes. Paper wastes are stored in separate blue colour dustbins with a notice on the bin containing information on the materials that could be deposited. Such segregated waste is sent for recycling through corporation garbage vehicles. The biodegradable college wastes are deposited in the green colour dustbins. The kitchen waste from the canteen is converted into bio gas. E-waste is collected in a separate bin and disposed through corporation garbage vehicles.

Conversion of Waste into Useful Products

A part of the biodegradable canteen wastes and the abscission leaves are converted into manure using indigenous bionets following the model of Bombay Municipal Corporation. The water wasted is used to water the trees planted at campus.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Any additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: E. None of the above

7.1.5

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

Response:

The college is situated in the heart of the Mumbai city and because of this location, the environmental issues such as having green cover around the area is ensured by

- Taking green initiative by using the college terrace for tree plantation and terrace garden maintained by the students
- Cleanliness and sanitation are the priority of the institution. On a regular basis the college keeps the campus clean.
- The college conducts various activities like poster making for environment awareness, tree plantation, health camp and lecture on health and hygiene.
- Sanitizers were kept in each floor of the college. All rules given by the government of India were followed during Covid 19 pandemic year.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Any additional information	[View Document](#)

7.1.7

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

7.1.8

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

Response:

GESCER institution has an advantage of being centrally location of Mumbai City. It is surrounded by imminant institutions like VJTI, Ruparel college, MD college. It is also surrounded by KEM, TATA cancer hospital, Vetarnary hospital & college, Wadia hospital.

THe surrounding area of college is high density of population. Most of the roads near college college gets jammed due to heavy traffic. surounding of college is distributed by highrise buildgings, village slums & chawls. Few of the students recides nearby college.

College is loacted around lifeline of Mumbai city. College is well connectedwith Central, Western & Harbour train Services. Also Mono rail station is nearby our college with the help of medical college we conducts Blood donation camps & helth check up camps.

Local corporator helps our college authority for renovation of college building. College is having nearby Mumbai Corporation ground nearly about 3000 sq. m. area. Various programmes social events conducted at this ground. like Durga mata pooja, Exhibitions, SPorts competiotions. We utilised facility of huge ground which is very rare in MMRDC. Besides ground there is garden near college having environmental friendly trees, which protects the environment of college. College nerby having good reastaurants and hotels. Good quality food is availabe nearby colleg. Also paying hostel is available near college. Since Mumbai city is pollutted city we recommend our students to ues public trasport facility to protect environment.

Since it is crowded city crime against women has incresing, we conducted self defence workshop for students by experts. Chembue B.Ed. college is nearby our college we had conducted workshop on anger management collabprately.

VJTI is very premium instititein technical education, one of our alumini working there as a assistant professor. As TATA cancer hospital& Siddhivinayak Temple trust is nearby we advice our students who need financial support.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

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

Response: C. Any 2 of the above

File Description	Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

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

Best Practice I

Talent Search

1. **The Context:**

Talent search was initiated following the recommendation of NAAC peer team. The benefits of talent search were realized by a Management, Principal, teachers as well as students of institution efforts to streamline the process.

2. Objectives of the practice:

1. To provide opportunities for teacher trainees to gain insights through talent search.

2. To encourage the teacher trainees to improve or change their self confidence and self esteem.

3. The Practice:

The process of talent search in our institution is done in the following ways:

- Every year after completion of admission process all teacher trainees are given orientation of institution.
- They are given chance to come forward and speak about self and show case their skills.
- The in-charge professor of the activity prepares and circulates a time table for talent search.

4. Impact of the practice:

The teacher trainees take up the talent search exercises earnestly. The greatest benefit is the identification of key areas to be strengthened at the individual and institutional level. The teacher trainees does SWOT analysis of own capabilities as well as know about their colleagues strengths.

5. Problems encountered:

There was a tendency among teacher trainees to highlight their work; even it did not pertain to the talent search. The teacher trainees were made to realize that the talent search was not aimed at appraisal but to facilitate reflection.

6. Resources required:

The personal necessities of teacher trainees and facilities already available in the college are enough for this practice.

Best Practice II

Title: Co-curricular Activity

1. Context:

Developing the sense of adaptiveness to the changing environment and continuous updating of social skills through co-curricular activities among teacher trainees.

2. Objectives:

- To develop the social sense in the global and Indian contexts.

- Keep abreast with latest developments and opportunities for development of personality.
- Promote all round development of teacher trainees for sustain quality teacher education

3. The Practice:

The teacher trainees prepare co-curricular activities and give presentations in front of all class. Events such as festivals, day's celebrations, national important events etc are prepare and personated through co-curricular activities.

Co-curricular activities are organized in college for inculcation of values, ethics, and social responsibility.

To participate in quality enhancing programmes at university levels like Extension activity & Udan cultural festival.

4. Compensation and Benefits:

The teacher trainees participate in quality enhancing program at university levels like Extension activity & Udan cultural festival gets compensation and leave benefits.

5. Evidence of Success:

Successful completion co-curricular activities students gets awarded in college annual day program with certificates and medals. Outside college participation has received by students through certificates and trophies.

6. Resources required: All required infrastructural, electronic resources are available in college.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Moto: "Sa vidyayavimukitaya" (which means) knowledge for Salvation

Mission: "Commitment to Social cause of Upliftment and betterment of the society through process of education"

Vision: To develop the values, skills and qualities of empathy, leadership, creativity and righteousness in ST?s to be the agents of social change by instilling in them scientific attitude, gender and environmental sensitivity, passion for life-long learning and development of life skills for effective sustenance in globalised world.

Our college was established in June 1970, under umbrella of **Gokhale Education Society, Nasik.** The Society was founded by Prin. T.A. Kulkarni in honor of his guru Namdar Gopal Krishna Gokhale with the purpose of propagating his ideas and philosophy.

Gokhale Education Society is founded by the teachers and run by the teachers, basic aim being to work for the down-trodden people of the society and to raise the status of teaching profession. Keeping this in mind, our college was established in the heart of Mumbai city, in the locality which was mainly known as mill area then.

Our college is housed in the premises along with primary and secondary schools, junior college and night degree-college. Initially college was offering two mediums of instructions. But considering demands of changing times with two year B.Ed. Programme we are offering instructions through English medium.

Our college is permanently affiliated to University of Mumbai and has been certified by ISO 9001:2015. It is covered under UGC 2f 12B, NCTE recognised.

College has an active **Ph.D. Research Centre in Education** affiliated to University of Mumbai.

- College has a Research Cell to create a professionally nurturing environment for research. College has a research committee comprising of the Principal and the faculty members.
- College library is equipped with sufficient number of psychological tests. Faculty and students make use of those tests to undertake research activities and publish papers in various journals.
- College library has research books, reference books and encyclopedias. We also have DSM Action Research projects, M.Phil. Dissertations and Ph.D. theses.
- Institute organises discussion on various research related issues through Peer Enrichment Programme.
- Encouraging faculty members to participate and present research based papers in national and international seminars as well as in journals.
- STs, research scholars and faculty members can access the facility of N-list subscribed by the college.
- Our special feature is that, to promote research in local language, we have research guides who guide Ph.D. scholars in Marathi. We also help such scholars for getting special permission from University of Mumbai, required for writing and submitting thesis in Marathi
- Till now 39 Ph.D. research scholars has awarded degree from college research centre. Currently 10 scholars are pursuing Ph.D. from centre. College has 2 Ph.D. guides affiliated from Univerisity of Mumbai in the subject of Education. College librarian is also Ph.D. guide in the subject of Library science.
- We have teaching faculty members, all are Ph.D. qualified and are always ready to learn and upgrade their knowledge and teaching skills.
- The college so far has produced hundreds of quality teachers who are working in various

prestigious positions in the field of education and in reputed schools.

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

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5. CONCLUSION

Additional Information :

The **Gokhale Education Society was founded on 19th February 1918**, on the third death anniversary of Namdar Gopal Krishna Gokhale, by his illustrious disciple late Principal T. A. Kulkarni, who was a great social worker. Society has completed 105 years of useful existence and has today more than 140 units spread over **three zones Mumbai, Nashik, Thane-Palghar catering 1.25 lakhs pupils** as is one of the oldest and pioneering educational institution established with the main objectives of developing quality citizens through education and training and to raise the dignity of the teaching profession. The society has all along emphasized the holistic approach and total personality development of pupils, through educational programmes undertaken on the basis of service and dynamic leadership. The society is a veritable banyan tree. A number of branches of the Society have like its descending shoots taken roots in the ground and strengthened it.

The Gokhale education society is committed to the cause of student empowerment through access to education at all levels particularly higher education, to have world-class citizenship through relevant courses under formal and informal streams. Further, the society is committed to raise the dignity of the teaching profession and establish a culture of caring and excellence by providing a wide range of professional and vocational courses for poor and downtrodden as also for the Adivasis and backward to meet the changing socio-economic needs with human values and social responsibility. To achieve excellence with total quality in all activities of lifelong learning is the main motive of Gokhale Education Society.

Gokhale Education Society's College of Education and Research and Research, Parel, Mumbai was established on 16th June 1970. Our college is housed in the premises along with primary and secondary schools, junior college and night degree-college. Initially college was offering two mediums of instructions. But considering demands of changing times with two year B.Ed. Programme we are offering instructions through English medium. Our college is permanently affiliated to University of Mumbai and has been certified by ISO 9001:2015. It is covered under UGC 2f 12B, NCTE recognised. College received A grade by NAAC in 3rd Cycle. College has an active PhD. Research Centre in Education affiliated to University of Mumbai. We have teaching faculty members, who are fully qualified and are always ready to learn and upgrade their knowledge and teaching skills. The college so far has produced hundreds of quality teachers who are working in various prestigious positions in the field of education and in reputed schools.

Concluding Remarks :

Gokhale Education Society's College of Education and Research, Parel, Mumbai is imparting quality Teacher Education for last 5 decades. Many of our alumni are working as teachers, supervisors, administrators, and education officers in the state of Maharashtra and in India. Many of our students are working as a teacher in abroad also. College is working under the guidance of the management of Gokhale Education Society which is premier educational institute in India. Our society is committed for upliftment of socially deprived students and make them self reliant, from last 104 years society is doing this.We are committed to give quality education to our students who are future teachers of our country.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..** 2.1.2.1. **Number of students enrolled from the reserved categories during last five years..** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}} Remark : Input edited as per supporting data uploaded by HEI
2.3.3	**Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..** 2.3.3.1. **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year** Answer before DVV Verification : 107 Answer after DVV Verification: 100 Remark : Input edited as per supporting documents
3.1.2	**Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)** 3.1.2.1. **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)** Answer before DVV Verification: {{TABLE3}} Answer After DVV Verification : {{TABLE4}}

TABLE1:

2022-23	2021-22	2020-21	2019-20	2018-19
26	19	18	14	29

TABLE2:

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	10	11	21

TABLE3:

2022-23	2021-22	2020-21	2019-20	2018-19
0	37000	0	0	0

TABLE4:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.37000	0	0	0

3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years**

3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
107	104	100	100	100

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

Remark : Input edited as number of students participated can not exceed to number of students in extended profile

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
107	104	100	100	100

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

Remark : Input edited as number of students participated can not exceed to number of students in extended profile

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

4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities
Answer before DVV Verification : 4
Answer after DVV Verification: 0

4.1.2.2. Number of Classrooms and seminar hall(s) in the institution
Answer before DVV Verification : 4
Answer after DVV Verification: 4

	Remark : Input edited as Documents are not clear
4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
91388	25476	48758	50361	100820 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0.7887	0.52901	0.4949	1.013	1.088	
4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)** 4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
194311	544011	165537	130214	530547 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
1.56462	5.44011	1.65537	1.30214	5.30547	
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : B. Any 7 of the above

Answer After DVV Verification: C. Any 6 of the above
Remark : Input edited as per supporting documents

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..**

1.1   Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
107	104	100	100	100

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
110	105	100	100	100

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
107	104	100	100	100

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	6	7	7

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	7	7	7

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20713566.7	15891819.7	15216311	13284228.7	13042581.7

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
207.1356	158.9181	152.1631	132.8422	130.4258

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