



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

Gokhale Education Society's
College of Education and Research

- Name of the Head of the institution **Dr. Prashant S. Kale**
- Designation **Incharge Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **02224136408**
- Mobile No: **9422234593**
- Registered e-mail ID (Principal) **gokhalebedparel@gmail.com**
- Alternate Email ID **pskale11@gmail.com**
- Address **21 Gokhale Society Lane, Acharya
Donde Nagar, Parel, Mumbai**
- City/Town **Mumbai**
- State/UT **Maharashtra**
- Pin Code **400012**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Urban**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **University of Mumbai**
- Name of the IQAC Co-ordinator/Director **Dr. Shilpa S. Waghchoure**
- Phone No. **02224136408**
- Alternate phone No.(IQAC) **9869370636**
- Mobile (IQAC) **9869370636**
- IQAC e-mail address **gesceriqac12@gmail.com**
- Alternate e-mail address (IQAC) **granthapalgescer@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) [https://www.gescer.in](https://www.gescer.in/uploads/2023/06/AQAR-2020-21-1.pdf)
<https://www.gescer.in/wp-content/uploads/2023/06/AQAR-2020-21-1.pdf>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.gescer.in/wp-content/uploads/2023/06/Academic-Calendar-2021-22.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C+	Nil	2004	08/01/2004	07/01/2010
Cycle 2	B	2.57	2011	16/09/2011	15/09/2016
Cycle 3	A	3.06	2017	30/10/2017	29/10/2022

6.Date of Establishment of IQAC

05/01/2005

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	0	0	Nil	0

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

1) Health First - Health awareness programme was conducted 2) Inculcation of value based through cultural activities 3) Say no to Drugs-Awareness programme conducted by Police 4) Inculcation of reading habits through visit to American Library 5) Sensatisation of Students towards senior citizens through the visit to Oldage Home

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

Plan of Action	Achievements/Outcomes
Some lectures conducted in Online Mode	Completed
Use of ICT in Admission and Administration	Completed
Use of Computers in Examination	Completed
For Educational Research students are taught use of Google Form and other available applications	Completed
Use of OER for referencing	Completed

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	24/01/2023

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Gokhale Education Society's College of Education and Research
• Name of the Head of the institution	Dr. Prashant S. Kale
• Designation	Incharge Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02224136408
• Mobile No:	9422234593
• Registered e-mail ID (Principal)	gokhalebedparel@gmail.com
• Alternate Email ID	pskale11@gmail.com
• Address	21 Gokhale Society Lane, Acharya Donde Nagar, Parel, Mumbai
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• Pin Code	400012
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• Financial Status	UGC 2f and 12(B)

• Name of the Affiliating University	University of Mumbai
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• Phone No.	02224136408
• Alternate phone No.(IQAC)	9869370636
• Mobile (IQAC)	9869370636
• IQAC e-mail address	gesceriqac12@gmail.com
• Alternate e-mail address (IQAC)	granthapalgescer@gmail.com
3.Website address	https://www.gescer.in
• Web-link of the AQAR: (Previous Academic Year)	https://www.gescer.in/wp-content/uploads/2023/06/AQAR-2020-21-1.pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gescer.in/wp-content/uploads/2023/06/Academic-Calender-2021-22.pdf

5.Accreditation Details

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Cycle 3	A	3.06	2017	30/10/2017	29/10/2022

6.Date of Establishment of IQAC	05/01/2005
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7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
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<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
College Development Committee	24/01/2023
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-22	17/01/2023
15.Multidisciplinary / interdisciplinary	
<p>According to NEP 2020, College is approaching to other BED colleges to share their views and possible difficulties to implement NEP 2020 at the college level.</p> <p>Discussion with Higher authorities of Gokhale Education Society and Society's other colleges.</p> <p>Faculty members are attending various seminars on the Implementation of NEP 2020</p>	
16.Academic bank of credits (ABC):	
<p>We are approaching various institutions for MoU for Faculty and Student Exchange and sharing of academic-related activities.</p>	

17.Skill development:
Due to COVID 19, the Language Lab and ICT Lab was badly affected due to moisture and was not operational for the last two years. We are giving to priority for the functioning of these two labs. Language skill development & ICT skill development activities for students.
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
Inculcation of good health values among students through Yoga. We have conducted programmes related yoga education. Celebration of Indian festivals with their importance in scientific way was conducted among students through various cultural events. Three language formula was adopted for the maximum use of Indian languages in the program
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):
Periodical assessments of students in various subjects assessed through essays, class tests, tasks & assignments, practical work of ICT and practice teaching. More emphasis is given on the use of online resources.
20.Distance education/online education:
Only BEd and PhD courses are run through offline mode. We are encouraging students to do various online certificate courses through NPTEL, Swayam, CANVAS and Coursera portals

Extended Profile

2.Student	
2.1 Number of students on roll during the year	104
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	110
File Description	Documents
Data Template	View File

2.3	26
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	50
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	50
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	104
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4. Institution	
4.1	1141354
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	20
Total number of computers on campus for academic purposes	
5. Teacher	
5.1	5
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	8
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Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Our college is affiliated to the University of Mumbai, so we follow the curriculum designed as per the University. At the beginning of the academic session, the college prepares the academic calendar which consists of curricular, co-curricular, and extracurricular activities for effective implementation and delivery of the curriculum.

We undertake the following measures for the effective delivery of the university curriculum at the college level

Faculty-wise work allotment related to subjects and departments is distributed at beginning of the year.

A comprehensive teaching plan is prepared by every department and teacher which includes the delivery of lectures, tutorials and practicals.

Every faculty orient newly admitted students regarding their subjects and departments.

Periodical meetings of the Head of the Departments are held with the Principal to take review and discuss the curriculum delivery.

IQAC meetings for the review of the teaching, planning of class tests, essays, seminars etc. are also conducted.

Assignments, seminars, and projects are given to the students

under the supervision of the faculty.

Guest lectures of eminent faculty members from other institutions are arranged to give exposure of the current trends and the latest subject knowledge.

ICT is used for effective teaching-learning by the teachers of various departments.

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

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

E. Any 1 of the above

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

<p>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</p>	<p align="center">C. Any 2 of the Above</p>
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File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	https://www.gescer.in/wp-content/uploads/2017/08/BEd-Two-year-Syllabus.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

3

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

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

0

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

0

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

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

0

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

0

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

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	Two of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The curriculum of institutions provides opportunities for the students to acquire and demonstrate knowledge, skills and values related to various learning area

B.Ed curriculum includes Assignments, Research Projects, Community work, and Co-curricular activities apart from theory courses. Therefore it gives ample opportunity to develop knowledge, skills, and values. During the internship program pupil, teachers get ample opportunities to acquire and demonstrate their knowledge and skills. They get the opportunity to put theory into practice.. Different co-curricular activities promote all-round development of the students

Procedural knowledge helps the student teachers to perform tasks in actual situations with perfection. Every student opts for two pedagogy subjects, which they have specialized in either at graduation or post-graduation level..Effective teaching skills help student teachers to become effective teachers at different levels of school. Students are oriented with various simulated techniques that is useful to teach their respective pedagogy subject when they would enter their professional life.

Whereas Internships in different semesters develop skills, values,

and attitudes required by a professional teacher. The qualities of leadership, self-confidence, class management, and conduct management. Capability to extrapolate from what one has learned and apply acquired competencies.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

Institute is trying to send students for school experience programs in various types of schools such as State Board, CBSC, and ICSC.

Also, students are asked to prepare a report about the functioning of various types of schools, and their curricula. method of assessment and activities conducted for students, teachers, and non-teaching staff. In the paper Assessment for Learning, one task is there related to the comparative study of the implementation of CCA (Common Comprehensive Assessment) of different school boards.

Students go through the websites of schools affiliated with different boards and compare CCA activities conducted by them

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

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

The internship program of B.Ed. is divided into three semesters, to train teacher trainees for professional competencies and professional commitment as;

Internship program contains

1) Practice lesson, 2) Team teaching 3) Theme-based teaching

also the participation of students in the activities conducted in school during the internship program

Semester wise is as follows

1) Second Semester - 3 Weeks

2) Third Semester - 11 Weeks

3) Fourth Semester - 5 Weeks

Community work is also conducted in Semester I and Sem IV for one week each. Various activities are conducted during the community work such as,

Lessons

Sports

Competitions

Co-curricular Activities

Lessons on preparation for Scholarship exams for class VII and IX

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

1.4 - Feedback System

<p>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</p>	<p>One of the above</p>
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

<p>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p>	<p>Feedback collected and analysed</p>
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

104

2.1.1.1 - Number of students enrolled during the year

104

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

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

25

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

7

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

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

5

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

5

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Remedial Classes are conducted with the aim to improve the academic performance of the student teachers who are absent. This practice helps the students to improve their subject knowledge and helps them catch up with their peers.

Seminars and Group Study System is also encouraged with the help of advanced learners.

Academic and personal counseling is given to slow learners by the mentor and the counseling cell. as well as through practice teaching lessons to student teachers.

Bilingual explanations and discussions are imparted to the slow learners after class hours for better understanding

Provision of simple and standard lecture notes/course materials uploaded in google classroom.

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

2.2.2 - Mechanisms are in place to honour

Four/Three of the above

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

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

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

Three of the above

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

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

5

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

2.3 - Teaching- Learning Process

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

The College practices a teaching methodology that focuses on imparting education through a student-centric approach. This methodology helps to transform students into active and involved stakeholders, apart from boosting their confidence and encouraging independence. involvement in-class activities so that they can absorb and grasp information at their own pace.

Courses of the College are defined highlighting course objectives, program-specific objectives, and program outcomes. This provides a comprehensive understanding to the student right at the beginning

of the course. I

Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Audio- Visual methodology, Language Lab, Google Classroom, EducationalVisits, Field Work and Projects are some of the means utilize by the College to provide experiential and Practical learning.

Internal assessments are so planned so as to encourage students to work independently. Written Assignments are required to be submitted by students and these need to be done individually by researching the given topic so as to enhance confidence and develop writing skills.

Discussions and debates on contemporary issues are encouraged so that students can reflect and analyze by eliciting responses to the subject under discussion.

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

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

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

104

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

The nature of different activities in B.Ed helps students to work in teams helping them to develop team spirit and cooperation. Practice teaching lessons, Community work, Internships, etc. are the activities that provide opportunities to students to work in teams.

The ensuing interaction helps the students to have a better grasp of the academic program and enables the students to complete it smoothly.

Faculty members act as mentors for the students. Students are divided into groups with a faculty in charge. The students are instructed to approach their respective mentors to discuss any academic or personal issues. The faculty members make every effort to solve the difficulties of the students and help them in dealing with students' diversity.

Internships in different schools, Assignments, and Project work as an essential part of B.Ed. program and Co-scholastic activities provide opportunities to the students to make themselves aware of recent developments in education and life. Arranging Seminars and talks on recent trends in education keep students abreast about recent developments in education and life.

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

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

Five/Six of the above

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

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

Teachers make use of various methods such as discussion, brainstorming, problem-solving, etc while teaching theory course content in order to motivate them to develop their intellectual skills. Assignments, Practice lessons, Lesson planning workshops, Seminar presentations, and Action Research provide opportunities to the students to nurture creativity, and intellectual and thinking skills.

Essential Skills for Teaching help the students to nurture teaching skills and teaching techniques. The internship program makes them aware of day-to-day teaching, learning situations, and challenges which provides students with the opportunity to enhance their life skills. The internship also helps students to apply. Lesson demonstration by alumni and staff helps students to learn different strategies used in the transaction of content and also conduct management in students. Topics related to Life skills and Empathy in core courses also develop various skills related to life.

Ability Based courses and Audit courses inculcate life skills among students

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

2.4 - Competency and Skill Development

<p>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</p>	<p align="center">Five/Six of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p align="center">Ten/All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p align="center">Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p align="center">Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p align="center">All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

<p>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</p>	<p align="center">All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

Internship programme is an essential practicum activity of B.Ed. programme. It is systematically planned in Semester II , III and IV. Practice teaching schools are identified as per the strength, and medium of instruction. Faculty members approach selected schools and permission letters are sent to the selected schools. Faculty members inform school principals and supervisors about internship programme

Students' method wise (pedagogy of school subjects) data is collected and Practice teaching lesson groups are made. Teacher trainees are oriented about internship programme ,Practice lessons, academic and administrative activities and preparation of

reflective journal by the lesson committee in charges. The students are also explained about their role as a teacher in the school during the internship programme. The students are explained about the assessment procedures which will be adopted to evaluate their performance during internship in the school .Guidance for different activities and practice teaching lessons is planned and executed in groups.The internship activities are supervised by the staff on rotation basis in different schools.The Internship activities were conducted in online as well as offline mode.Internship was conducted online for B.Ed Sem II and III whereas it was conducted offline for B.Ed. semester IV.

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

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

2.4.9.1 - Number of final year students during the academic year

54

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

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

Seven/Eight of the above

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

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

In order to ensure effective monitoring all the internship activities are done under the supervision of School Principal and school Teachers. The School Principals also keep a watch on activities of students and from time to time provide guidance related to various aspects of internship. Teacher educators guide and observe practice teaching lessons of teacher trainees and provide feedback. Teacher trainees have to also engage students in classes along with practice teaching lessons. Teacher trainees participate in school academic and non-academic activities. The teacher educator guides the teacher trainees about planning and organisation of activities as prescribed in the B.Ed. syllabus and as per the school curriculum. Activities planned are conducted by teacher trainees under the supervision of School principal, school teachers and Teacher educator. Teacher trainees also give Co teaching lessons with school teachers .The school teachers also guide and support them in class management and use of various teaching and evaluation techniques. Some lessons of teacher trainees are also observed by their Peer teacher trainees. The feedback by the Peers also help in improving the teacher trainees.

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

<p>2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)</p>	<p>Two of the above</p>
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File Description	Documents
<p>Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)</p>	<p>View File</p>
<p>Two filled in sample observation formats for each of the claimed assessors</p>	<p>No File Uploaded</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>

<p>2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</p>	<p>Five of the above</p>
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File Description	Documents
<p>Format for criteria and weightages for interns' performance appraisal used</p>	<p>View File</p>
<p>Five filled in formats for each of the aspects claimed</p>	<p>No File Uploaded</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>

2.5 - Teacher Profile and Quality

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

6

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

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

6

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

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

5

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

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

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

Teachers upgrade themselves by attending seminars, workshops, and conferences throughout the year. Inhouse discussions and current

developments regarding talks are normal in all kinds of staff meetings. The issues of NEP 2020 were discussed thoroughly. The implementation of B.A. B.Ed and B.Sc. B.Ed. ITEP was also discussed in CDC meetings with higher authorities of management and in staff meetings too.

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation and External Exams are two important evaluation processes of the B.Ed Programme. Every theory course of the B.Ed program has Internal work and External university exams to be completed by a teacher trainee. Internal work involves assignments, class tests, and essay tests. It is mandatory for the teacher trainees to submit internal work for all the theory courses of the B.Ed program. There are Project-based activities in all four semesters of the B.Ed program. These project-based activities comprise Community work, internship programs, practice teaching lessons, preparing reflective journals, action research, and Preparation of Learning resources. Along with theory courses, there are two ability courses for which the teacher trainees have to prepare and submit reports. University final exams were conducted Online for B.Ed Semester II and III by the college due to pandemic COVID - 19 situation and Offline for B.Ed Semester IV in the academic year 2021-2022.

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

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

Three of the above

**marks before the term end examination
Timely feedback on individual/group
performance Provision of improvement
opportunities Access to tutorial/remedial
support Provision of answering bilingually**

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

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

We have not faced any grievances so far. Internal examinations were conducted as per time table. Every subject teacher informs positive points about their answers and points to be included in the answers

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

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

The academic calendar is prepared at the beginning of the academic year by following the B.Ed curriculum of the University of Mumbai. It includes Curricular and Co-curricular activities along with evaluation. Evaluation in the B.Ed program includes internal and external evaluation. The internal evaluation consists of Assignments, Class tests, Essay tests, Internships, Community work, Action research, Ability course activities, and Audit course. The internal evaluation of the B.Ed program is done

semester-wise as per the provision in the academic calendar. Students are oriented about Internal work to be completed during each semester. The internal evaluation was done online during the academic year 2021-22 due to the pandemic situation Students are also oriented about each course assignment. Class test and Essay tests were conducted Online. Orientation about every activity under the Ability and Audit course was done online semester-wise and as mentioned in the academic calendar.

2.7 - Student Performance and Learning Outcomes

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

PLOs and CLOs are mentioned in the syllabus. The Academic Calendar is prepared as per PLOs and CLOs. The students are oriented about PLOs and CLOs at the beginning of the program and before commencing of each semester. All the academic activities are given and planned as per the academic calendar. The timetable of each semester reflects PLOs and CLOs in each semester. Orientation of each course in all four semesters is done by the concerned teacher educators before teaching each course. Project-based activities include Internship, Community work, Preparation of Reflective Journal, Ability course, and Audit course. Orientation about Project-based activities such as Internship, Community work, Preparation of Reflective

Journal, Ability course, and Audit course is done by respective committee members. Teaching - learning process includes orientation, planning, organization, and conduct of relevant activities in order to accomplish PLOs and CLOs. Teaching-learning activities for B.Ed. Sem. II and III students of Batch (2020-2022) were conducted Online due to the Pandemic situation whereas activities related to Teaching - learning were conducted offline for B.Ed. Sem. IV students of Batch (2020-2022) and B.Ed Sem. I students of Batch (2021-2023) as per PLOs and CLOs of the respective semester.

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

2.7.2 - Pass percentage of Students during the year

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

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

B.Ed program is comprised of Four semesters. Program outcomes and Course outcomes are stated in the Student Handbook. Students are oriented about Programme outcomes in the beginning of the program and course outcomes are communicated to the students before each semester. The college follows the criteria for the internal evaluation system and external exam prescribed by the University of Mumbai. Assignments, Essay test, and Class test of each course are related to the syllabus of the course which is mentioned in the syllabus along with course learning outcomes. Practice teaching, Internship activities and Community work activities are also mentioned in the syllabus which are based on programme outcomes. The faculty conducts evaluation practicum aspect as per the program outcomes and the progressive performance of the students is uploaded in the university portal. Theuniversity conducts an external examination and the result of the same along with internal marks is communicated to the students after each semester in the form of Grade points which is in line with the PLOs and CLOs The students are guided as per program outcomes and course outcomes after each semester on the basis of their result to ensure further improvement in their performance.

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

2.7.4 - Performance of outgoing students in internal assessment

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

27

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

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

The evaluation of the students on the basis of internal work and university examinations is an integral part of the teaching-learning process. The college follows criteria for internal evaluation system prescribed by University of Mumbai. The faculty informs and elaborates the syllabus along with internal evaluation scheme, its objectives and paper patterns to students at the beginning. The college displays all the circulars regarding Internal examination on notice boards from time to time. The faculties provide extraguidelines and counselling to students regarding evaluation whenever required. It is observed that Performance of students in the Assignments, Essay test, Class test, Content test, Practice teaching lessons, Community work, Action research, Co-curricular activites shows that these activites cater to their learning needs. The performance of the students improves in each semester which can be seen inform of Grades from Grade 'O' to 'F' obtained by them in each semester. For example In semester III theory exams 57out of 117 students obtained marks morethan 70%. However, in semester IV theory exam 81 students obtained marks morethan 70%..

For academic year 2021-2022 B.Ed Semester II and III examinations were conducted Online due to COVID - 19 pandemic and B.Ed Semester IV exam was conducted Offline.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.gescer.in/wp-content/uploads/2023/06/student-satisfaction-survey-analysis-2021-22.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects

One of the above

**Granting study leave for research field work
Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

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

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

Two of the above

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

3.2 - Research Publications	
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year	
13	
File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded
3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year	
0	
File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded
3.3 - Outreach Activities	
3.3.1 - Number of outreach activities organized by the institution during the year	
3.3.1.1 - Total number of outreach activities organized by the institution during the year	
1	

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

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

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

53

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

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

53

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

104

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

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

Community work for F.Y.B.Ed. students were organized under the guidance of Dr. VinodGavit Sir. The students had to visit the school and help the S.Y.B.Ed. students who wereundergoing internships over there. The first-year students were divided into two slots - somewere called in the morning session while others were called in the afternoon session. Thestudents helped the class with doubt-solving. They also helped to maintain the class in order. Many students engaged the class as in they conducted some revision sessions, someshowed some Maths tricks, and others conducted some English activities.

On the last day, students were asked to conduct one informative and awareness session on the environment. It was followed by all the students.

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

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

0

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

1

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Gokhale Education Society's College of Education and Research has a well-developed campus of 2483.123186 sq.mt. It is equipped with modern facilities and learning resources to achieve academic excellence according to its vision and strategic objectives. The infrastructure facilities and learning resources are categorized as under:

(a) Learning Resources include resources and infrastructure required for the library, laboratories, computer center, class room teaching, events, meetings and conferences.

(b) Support facilities include canteens, seminar halls, Boys rest room, girls rest room staff room committee rooms, and sports grounds.

(c) Utilities include safe drinking water, ladies toilet, gents toilet, staff toilet.

Classes are scheduled for optimal utilization of the available physical infrastructure. Sophisticated equipment available in the laboratories is not redundantly duplicated and availability is ensured by judicious time-sharing. Sharing of laboratory facilities is also encouraged between faculties.

The Institute continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching-learning environment.

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

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

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

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.gescer.in/facilities/infrastructure/
Any other relevant information	No File Uploaded

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

261390

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

The library is automated with integrated library management

software SOUL 2.0 (Software for University Libraries) of INFLIBNET. The various housekeeping activities of the library such as data entry, issue and return, and renewal of books, member logins, etc are done through the software.

The Books are classified according to Dewey's decimal classification. OPAC (Online public access catalog) service is also provided where the users can search the collection of books by title, author, publisher, etc. The books are bar-coded. Apart from the printed books the library is having access to e-resources of Nlist database which is a part of the e shodhsindhu consortium of INFLIBNET, where the users are given awareness and made to access browse and download e-books and e-journals

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

For remote access to the library, the college annually subscribes to the NList Database of INFLIBNET recommended by UGC. This database provides full-text access to e-journals and e-books to the users. Students and faculty members are provided with a user id and password for access to these e-resources.

Old university question papers, content test papers are uploaded on the library website which can be downloaded

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

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

One of the above

for the following e-journals e-Shodh Sindhu
Shodhganga e-books Databases

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

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

15720

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

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

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

85

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

<p>4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College</p>	<p>One of the above</p>
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File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

There are different digital technological facilities available in the college. There are 02- smart classrooms, conference hall equipped with a projector and LCD, College has a separate computer room with an Internet facility, English Language Laboratory has computers with all the required devices and Internet facility too.

College library has computers, printers, and internet facility.

College Administrative office also have computers, printers, scanners with internet facility.

Our student teachers are provided with portable projector to perform them the lesson in practice teachings schools whenever required.

The different educational sites are shown to the students with the help of digital device. Most of the official work is being done with the help of ICT.

The college regularly maintains the IT facilities.

Following are some basic facilities for updating: Computer is formatted in a regular basis.

College itself formats the computer without no fees and by the help of computer operator.

Anti-virus is regularly installed in computers.

All computer has anti-virus

Wi-Fi connectivity is available in Principal chamber, Office-room, staffroom and laboratories.

CCTV is installed in every classroom

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

4.3.2 - Student – Computer ratio during the academic year

5:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Four of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

7042224

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

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

The College has a well-defined policy and system in place for the maintenance and utilization of all its physical and academic facilities.

The classroom being the primary and important workspace, it is managed with proper systems and procedures as recommended by the Management and the University. It is followed keeping in mind the modern teaching-learning environment. The classrooms are well equipped with all modern technology like smart boards, mike systems, and other technologies for better and effective teaching. CCTVs installed in each classroom to make sure of the safety and security of all students, teachers, and equipment. Stock list of assets of Classroom property, cleaning and maintenance is done on a regular basis, Annual Maintenance Contract (AMC) of all the modern teaching technology, and proper reporting system about repairs and replacements are the basic attributes of classroom management. This also includes the asset management that forms the core of the working of the college.

The library of the college has its own mechanisms and system in place to identify the purchases based on the courses offered, check on the facilities to be provided for the students and the staff. Generally, the norms conform to the institutional policies and the policies of the parent body.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.gescer.in/facilities/library/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Five fo the above
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent	

mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
54	54

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

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

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

54

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

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

11

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

5.3 - Student Participation and Activities

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

Student council of the college plays an important role in the co-curricular activities. Formation of the student council is made at the beginning of the year. Various committees are formed under the student council which works throughout the year.

Student council works enthusiastically to make the event successful. Programs arranged are as

Workshop on Yoga

Workshop on IPR

Workshop on Sign Language

Health Awareness Program

Celebration of various days
 Organizing poster competition
 Freshers' party
 Celebration of National festivals
 Talent Search Programmee
 Annual Sports
 Various Workshop/seminars
 Send Off party

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

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

26

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

5.4 - Alumni Engagement

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

There is no registered Alumni Registration

Pass out students informs about thevacancies in their school orcollege.

College professors post vacancies on WhatsApp group

Also, some alumni deliver lectures on their expertise in the benefit of our students.

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

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

Three/Four of the above

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

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

3

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

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

We invite our Alumni as the Judge for various co-curricular activities.

Alumni working in practice teaching schools, give guidance on lessons to present students.

Alumni informs the vacancy in any schools they come to notice or in thier respective schools which is shared with present students

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The college follows its vision and mission to serve better for students. The governance of the college matches vision and the mission of the college. Our vision and mission are as follows:

Vision

To develop the values, skills and qualities of empathy, leadership, creativity and righteousness in Student teachers 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 globalized world.

Mission

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

Moto

'Sa vidya ya vimuktaye'- Knowledge for Salvation.

Further the Society is committed to raise the dignity of teaching profession and to establish a culture of caring and excellence by providing a wide range of professional and vocational courses for the poor and downtrodden as also for the Adivasis and backwards to meet the changing social economic needs with human values, social responsibility.

The governance of the institution is reflective:

The empowered team of the college involves Principal, Chairman of different committees, Teaching-staff, IQAC committee, non-teaching and supporting staff, student's council, student representative (C.R.), stakeholders, alumni and local management committee.

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

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

The College promotes participative management. Ideas pertaining to academic goals, organizational progression, and better campus life are collected from all stakeholders to promote the efficient functioning of the College. The staff and other stakeholders help in infusing a positive attitude that leads to increased efficiency, improved communication, heightened morale, motivation, and job satisfaction.

Believing in decentralization, the Management takes policy decisions, finance, infrastructure, etc. with the help of members of the College Development Committee. CDC discusses matters related to teaching and administrative staff and decisions taken at these levels are implemented e.g. the planning of the Conference and its implementation. Believing in democratic values, the institution has decentralized and participative management.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

Collegemaintains complete transparency in its financial, academic, administrative and auxiliary functions by clearly defining its

vision, mission, objectives and procedures and disseminating them at all levels.

Transparency in Financial functions

All expenditure proposals undergo strict financial scrutiny at various levels including Finance Committee and Governing Body. All the fee collections and vendor payments are through cheque payments. The salary of employees is deposited through the bank directly into their accounts

Transparency in Academic functions

The College strictly adheres to the academic calendar that details the various activities in advance. The entire academic plan is clearly explained to all students in a compulsory orientation program on admission. The elaborate system of various committees and bodies coupled with a strong multiple-level feedback mechanism from all stakeholders also ensures the dynamism required to keep pace with the changing educational environment.

Transparency in Administrative functions

Recruitments and Staff Promotions are also undertaken with utmost transparency. Employees can readily discuss and access their records in the various sections of the central administrative office

External ISO Audit conducted to check appropriate use of human, financial and infrastructural resources

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

The strategic and perspective plan 1970-2022. Over the past 52 years the institute has shown tremendous growth and to sustain the process, strategies must be formulated and implemented

effectively.

Perspective/Strategic plan focuses on current trends and disrupting forces in higher and teacher education strata which when adopted can show better performance. It makes an assessment of stakeholders' expectations, students, faculty members, employers, and needs of the people of the region.

The following plans are projected after proper discussion and considering the short-term, medium-term, and long-term development plans. The institute has a student-centric approach and stakeholders are the final beneficiary of these developments.

GES's College of Education and Research has strategic plan includes the following:

The University of Mumbai's approved curriculum is strictly adhered to and faculty members and students are encouraged to take up online short-term courses to enhance skills and technical abilities. Encouraging high-quality research,

The activities are planned in the beginning of every academic year through the Academic Calendar and suggestions are sought from faculty members.

Development Plan is a quality initiative that concentrates on the development of the departments in terms of infrastructure, faculty strength, faculty achievement, students' development, and student achievement.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

With the hands-on experience of the management, the Institutional Management is designed in a scientific way with transparency to get the optimum results out of it. A hierarchical set up is established from top management to the level clearly demarking the Duties, Responsibilities, Accountability, and Authorities at every stage.

Gokhale Education Society's College of Education and Research has been established in 1970. It has a Governing body to monitor and achieve the vision and mission of the institution. It has an effective organizational structure that monitors and improves the institution.

Governing Body:

The Institution has a Governing Body. It is a Policy making body of the Institution and meets frequently and discusses the agenda prepared by the Principal. It reviews the performance of the institution and decisions taken in the previous meeting and also approves the policy decisions. The budget of the current academic year is finalized. All new proposals are discussed and decisions are taken.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	All of the above
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File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

The various bodies, cells, and committees of the college are responsible for the successful implementation for conducting curricular and co-curricular activities, such as

Examination Committee

Internship Committee

Cultural Committee

Student Council Committee

Library Committee

Attendance & Time Table Committee

Administrative Committee

IQAC Cell

I.S.O.

UGC/NCTE Planning Board

Research Cell

Purchase Committee

Admission Committee

Women Development Cell

Special (BC) Cell

Career Guidance & Placement Cell

Alumni & Parents Association

Students Grievance Cell

Magazine Committee

Anti Raging Committee

Website Maintenance Committee

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

6.3 - Faculty Empowerment Strategies

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

Advance to Peon

Medical Health Check-up Camp

Access to the Gym

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

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

0

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

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

2

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

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

3

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

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

GES's College of Education and Research strictly follows the UGC & NCTE Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff.

Teaching Staff

a) The performance of each faculty member is assessed according to the Annual Self Assessment for the Performance-Based Appraisal System (PBAS).

b) Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS) which is based on the API score.

c) The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary.

d) The faculty members are informed well in advance of their due

promotion.

e) The PBAS proforma filled by the Faculty Member is checked and verified by the Principal and IQAC Co-ordinator.

f) Faculty members whose promotions are due are recommended based on their API score and are required to appear before the screening-cum selection committee

Non-Teaching Staff

All non-teaching staff is also assessed through annual confidential reports and annual performance appraisals.

The Annual Confidential Report and the Performance Appraisal System have significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses, and ensuring better performance.

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

6.4 - Financial Management and Resource Mobilization

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

Internal Audit

Copy of Budget proposals, invoices and vouchers, and supporting documents of every purchase /event is maintained in the respective Departments and the original documents are sent to the accountant of the Institution. The accountant of the institution verifies every document, observation if any, is brought to the notice of the Principal for immediate rectification. The details of all the expenditures/transactions of the entire financial year are consolidated and maintained at the accounts office and submitted

for external audit at the end of the financial year. Appointed CA's team members to visit the institution quarterly and verifies all the bill, vouchers, and bank statements along with other documents.

External Audit

An external audit of the institution is conducted once a year, by the CA. The External Auditor expresses their opinion on the financial statement of the Institution based on their Audit. The Audit involves performing procedures to obtain audit evidence about the amounts and disclosure in financial Statements. They perform the audit to obtain reasonable assurance about the financial statements, The Auditors also evaluate the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by the management as well as evaluate the overall presentation of financial statements.

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

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

0

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

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

1. Fees:

Fees are charged as per the university and government norms from students for curricular and co-curricular activities.

2. Salary Grant:

The College receives a salary grant from the State Government. For this, we prepare and send an annual budget of the estimated salary grant required to the state government.

3. UGC Grants:

Our College is under 2F and 12B as per the UGC Act and Permanent Affiliation of the University. So we receive grants from the UGC for the development and maintenance of Infrastructure, and upgrade of the Learning Resources and Research

Our resource mobilization policy and procedures are as follows:

1. The institution set up a UGC Committee as per the directions of the UGC given in the XII Plan.

2. The UGC Committee, in close coordination with the CDC and the IQAC, monitors the mobilization of funds and makes sure that the funds are spent for the purpose for which they have been allocated.

3. The College Development Committee takes a review of the mobilization of funds and the utilization of these sources periodically in their meetings.

4. The Library Advisory Committee takes care that the resources in the library are utilized optimally.

5. Campus cleanness and its utilization is monitored by the Campus Cleanliness and Beautification Committee.

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

6.5 - Internal Quality Assurance System

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

GES's College of Education and Research attempts to obtain the total quality person through a persistent focus on imparting quality education, through its innovative, comprehensive, and flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning.

The IQAC at GES CER was constituted on 5th January 2005. Since then, it has been performing the following tasks on a regular basis:

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

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

The Institute IQAC prepares, evaluates and recommends the following for approval by the relevant Institute and Govt. statutory authorities:

- (a) Annual Quality Assurance Report (AQAR)

(b) Self-Study Reports of various accreditation bodies (ISO 9001, UGC 12b, NAAC, NCTE, AISHE)

(c) Performance Based Appraisal System (PBAS) for Career Advancement Scheme (CAS)

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

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

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. Admission to various programmes, summer, winter and mid-term vacations, examination schedule and declaration of results are notified in the Academic Calendar. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching-learning process, the system of continuous evaluation, compulsory core courses, various cocurricular activities, discipline and culture of the Institute.

All students are also given a guided tour of the campus and the various facilities. All students are provided with the Student Diary

Students are apprised of the Time-Table, Programme structure, and syllabi of the courses before the semester commences.

Important announcements are made in the morning assembly and attendance and conduct of classes are monitored by the Principal and concerned faculty members of various classes.

Feedback from students is also taken individually by teachers for their respective courses, directly through IQAC.

Students are also free to approach the Principal of the Institute for feedback and suggestions. Feedback is properly analyzed and shared with the individual faculty members.

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

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

10

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.gescer.in/wp-content/uploads/2023/06/IQAC-Minutes-2021-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gescer.in/iqac-2/aqar/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

NAAC Cycle-wise incremental improvements achieved by the institute in academic and administrative domains are as follows;

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
- Organised Mega Health Checkup camps twice with Sion Hospital and JJ Hospital
- MoU with other Mandsaur University, MP
- Staff undertaken MRP sponsored by University of Mumbai
- 18 students awarded PhD from our Research Centre
- Faculty members received PhD guideship from University of Mumbai
- Organised Mega Health Checkup and Blood donation camp in association with twice Sion Hospital and JJ Hospital
- Publication of Books and Research papers by faculty members

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy conservation refers to the methods of reduction in energy consumption by way of elimination of wastage and promotion of efficiency. The institution adopts various ways and means for eliminating the wastage of energy as given below :

WAYS OF ENERGY CONSERVATION :

Electricity conservation: The college building has large airy classrooms, with maximum utilization of natural light and cross ventilation. This reduces the need for fans and lights during most of the year and also minimizes the use of air conditioners which in turn reduces electricity consumption.

Teachers, students, and non-teaching staff regularly ensure that lights and fans are switched off when not needed.

The teachers and support system as well as students are informed to shut down the computer when not in use.

Regular maintenance of electrical equipment is done to minimize unnecessary usage of electricity. A non-teaching staff has been assigned the duty of maintaining the electrical equipment. Repairs are carried out and replacements are made whenever required.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

College encourages environment friendly waste management practices which are as follows:

Solid waste management:

Students and staff are made aware of proper waste management practices through lectures to reduce waste at the college.

Segregation of dry and wet waste on a daily basis by separate dustbins for different types of waste.

All water tabs are regularly checked by maintenance staff.

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

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

One of the above

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

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

None of the above

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

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

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 swachata abhiyan, arranging workshops on the preparation of paper bags, organizing skits, talk on the importance of cleanliness, tree plantation and save energy. which will help in maintaining cleanliness, sanitation, green cover, and providing a pollution-free healthy environment.

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

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

One of the above

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

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

0

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

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

During internship teacher trainees arrange various activities in schools like exhibitions, competitions, tree plantation, and helping school staff in organizing various events. The college carries out different activities to address local advantaged and disadvantaged groups viz. Community work, visit to Matoshree Oldage Home, Mani Bhavan, Nehru Science Centre, American Library, HSNBC

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

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

D. Any 1 of the above

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

7.2 - Best Practices

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

1. Maximum use of Information Communication Technology in teaching, learning, examination, administration.
2. Use of Blended learning approach in teaching - learning process.
3. To promote students to enroll them for Open Online Courses provided by CANVAS, MOOCs by Swayam
4. Organisation of various workshops for personality development

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Institution organised various workshop for upgradation of student knowledge for their professional growth, teaching ability, teaching competency, personality development, Health Education Awareness, Financial Awareness, Inclusive Education Awareness, ICT related issues like copyright permission, use of OER for teaching-learning process

With regular B.Ed. curriculum we are encouraging students to take part in extension activities, workshops and seminars, and field visits to sensitize them to professional issues, and social issues to make them competent teachers.

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