



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>	
	Gokhale Education Society's College of Education and Resraccg
• 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	Parel Mumbai
• State/UT	Maharashtra
• Pin Code	400012
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	<b>Urban</b>
• Financial Status	<b>Grants-in aid</b>
• Name of the Affiliating University	<b>University of Mumbai</b>
• Name of the IQAC Co-ordinator/Director	<b>Dr. Shilpa S. Waghchoure</b>
• Phone No.	<b>02224136408</b>
• Alternate phone No.(IQAC)	<b>9869370636</b>
• Mobile (IQAC)	<b>9869370636</b>
• IQAC e-mail address	<b>gesceriqac12@gmail.com</b>
• Alternate e-mail address (IQAC)	<b>granthapalgescer@gmail.com</b>
<b>3.Website address</b>	<a href="https://www.gescer.in/">https://www.gescer.in/</a>
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.gescer.in/download/aqar-21-22/">https://www.gescer.in/download/aqar-21-22/</a>
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.gescer.in/Large%20Files/Academic%20Calender%202022-2023.pdf">https://www.gescer.in/Large%20Files/Academic%20Calender%202022-2023.pdf</a>

**5.Accreditation Details**

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

**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
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>		<a href="#">View File</a>		
<b>9. No. of IQAC meetings held during the year</b>		<b>4</b>		
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>		<a href="#">View File</a>		
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>		<b>No</b>		
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>				
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
<p>1) Organised Mega Health Checkup Camp in collaboration with Department of Community Medicine, LTMMC and LTMGH Sion on January 19 &amp; 20, 2023. 2) Capacity Building Programme was organized in collaboration with Chembur Sarvankash Shikshanshstra Mahavidyalay, Chembur, Mumbai for F.Y. B.Ed. students on 2nd February 2023. 3) Organised Workshop on I for Inclusion for SY BEd students by Xaviers' Resource Centre for visually challenged and Xaviers' college on May 2 to 4, 2023. 4) Organised Teachers Traing Programme for FY BEd. Students conducted by Nehru Science Centre, Worli during June 26 to July1, 2023. 5) Training session by Lokmanya Tilak Municipal Medical College (Sion Hospital) on Infant Young Child and Nutrition (IYCN) on 25/7/2023.</p>				
<b>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).</b>				

Plan of Action	Achievements/Outcomes
Nil	Nil
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
CDC	28/03/2024
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2022-23	31/01/2024
<b>15. Multidisciplinary / interdisciplinary</b>	
<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. Discussion with Higher authorities of Gokhale Education Society and Society's other colleges. Faculty members are attending various seminars on the Implementation of NEP 2020</p>	
<b>16. Academic bank of credits (ABC):</b>	
<p>We are approaching various institutions for MoU for Faculty and Student Exchange and sharing of academic-related activities. 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 &amp; ICT skill development activities for students</p>	
<b>17. Skill development:</b>	
<p>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 &amp; ICT skill development activities for students.</p>	
<b>18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</b>	
<p>Inculcation of good health values among students through Yoga. We</p>	

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**

**1.Student**

2.1	107
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	110
Number of seats sanctioned during the year	

File Description	Documents
Data Template	No File Uploaded

2.3	26
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	53
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Number of outgoing / final year students during the year:		
File Description		Documents
Data Template		<a href="#">View File</a>
2.5 Number of graduating students during the year		<b>52</b>
File Description		Documents
Data Template		<a href="#">View File</a>
2.6 Number of students enrolled during the year		<b>106</b>
File Description		Documents
Data Template		<a href="#">View File</a>
<b>2. Institution</b>		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		<b>1796798</b>
4.2 Total number of computers on campus for academic purposes		<b>20</b>
<b>3. Teacher</b>		
5.1 Number of full-time teachers during the year:		<b>5</b>
File Description		Documents
Data Template		<a href="#">View File</a>
Data Template		No File Uploaded
5.2 Number of sanctioned posts for the year:		<b>8</b>
<b>Part B</b>		
<b>CURRICULAR ASPECTS</b>		

## 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 with the University of Mumbai, so we follow the curriculum designed by 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 the 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 orients newly admitted students regarding their subjects and departments.

Periodical meetings of the Head of the Departments are held with the Principal to 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	No File Uploaded
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</b>	<b>E. Any 1 of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>

<b>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</b>	<b>B. Any 3 of the Above</b>
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**students through Website of the Institution  
Prospectus Student induction programme  
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
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**

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
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	No File Uploaded
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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
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**

19

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

19

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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.

Our college is affiliated to University of Mumbai and we are

implementing curriculum designed by University of Mumbai for B.Ed. course this curriculum is divided into different areas as follows -  
 1. Core Courses 2. Interdisciplinary courses 3. Project based courses 4. Ability courses 5. Audit course

Our college also conducted Yoga workshop to enhance various capabilities of the student also we conduct various co-curricular activity celebrations of days, annual sports responsibility is given to student and our teachers. They continuously observe how student conduct all the activities. All this knowledge gained by our student using them in the school experience program.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
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	No File Uploaded

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

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

2. We tried to get some ICSE and CBSE schools for our practice teaching but we have not gotten a positive response from them therefore we focus on state govt. school, private aided school and BMC municipal schools. Most of the schools where our student goes for practice teaching inculcates Indian values, cultural ideology. These schools are reputed and renowned schools in Mumbai. These schools have high demand for admission from parents because they are

focusing results of SSC, HSC board cocurricular activity different types of games coaching of games NCC etc.

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

4. We know the functioning of different types of schools like ICSE, and CBCSE.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

The curriculum provides an overall development of a student teacher to become a professional teacher. The core papers are related to educational components related to the philosophy of education, psychology of education, knowledge and curriculum, assessment for learning, two ability courses namely a critical understanding of ICT and reading and reflection on text enhances ICT skills and self-development skills and reflective thinking, critical thinking, decision making, collaborative skills and working in group skills among the student teachers. Two elective papers related to schools subjects which student teachers studied in the Graduation level

The action research is conducted in the school environment which

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

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

One of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

<b>2.1.1 - Enrolment of students during the year</b>	
106	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
106	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</b>	
17	
<b>2.1.2.1 - Number of students enrolled from the reserved categories during the year</b>	
17	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
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
<b>2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year</b>	

3

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
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.

We at GES CER conducts the admissions through Common Entrance Test conducted by Government of Maharashtra. Directly students comes to college for verification of theis original documents.

We teachers conducts orientation and counselling sessions of all students to make them familiarised to campus. The internal counselling and 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. The academic support are provided to students based on their needs. We identify their level of readiness to undergo professional education programme.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

**2.2.2 - Mechanisms are in place to honour**

All 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	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
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**

One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
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**

1:12

**2.2.4.1 - Number of mentors in the Institution**

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
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.

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

Internal assessments are so planned 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 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	<a href="#">View File</a>
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	<a href="#">View File</a>
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

107

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
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**

Four of the above

**activities Biomechanical and Kinesiological  
activities Field sports**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading &amp; discussion on it Discussion on recent policies &amp; regulations Teacher presented seminars for benefit of teachers &amp; 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</b>	<b>Three of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<b>No File Uploaded</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

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

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

**1.Group discussion, 2. Seminar, 3. Brainstorming 4. Morning Assembly 5. Poster Presentation 6. Extension Work 7. Surveys 8. Games and sports 9. Visits 10. Workshops**

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

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

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

Five/Six of the above

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

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity**

Six/Seven of the above

**in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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

**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**

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

**interpret responses Teacher made written tests essentially based on subject content  
Observation modes for individual and group activities Performance tests Oral assessment  
Rating Scales**

File Description	Documents
Data as per Data Template	No File Uploaded
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in**



<b>preparatory arrangements</b>	
<b>Executing/conducting the event</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
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
<b>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</b>	Four of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
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	
<b>Nil</b>	
File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.4.9 - Number of students attached to each school for internship during the academic year</b>	

**2.4.9.1 - Number of final year students during the academic year**

53

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
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.

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

2. Lesson supervision- All lessons in Internship are well guided by Method masters and fully supervised by out Teacher-Educators in case of absence or non observation of lessons due to some emergency or unavoidable circumstances at the end of Teacher Educator,

3. Other school activities including co-curricular activities- Our teacher educators are present in the school and observes activities conducted by student teacher such as conducting sports, experiments in the laboratory, exam supervision, record writing, competitions, annual days and extra curricular activities also. Every student teacher keeps record of its presence right from morning assembly till the last period of the school.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

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

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

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

5

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

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded

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

20

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

20

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

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

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## 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. The teacher trainees must 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, 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.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
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	<a href="#">View File</a>

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	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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. Students are also oriented about each course assignment. Class tests and Essay tests were conducted offline. Orientation about every activity under the Ability and Audit course was done semester-wise and as mentioned in the academic calendar.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

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

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 the 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 Journals, Ability courses, and Audit courses is done by respective committee members. The teaching-learning process includes orientation, planning, organization, and conduct of relevant activities to accomplish PLOs and CLOs. B. Ed Sem. I & Sem. III students of Batch (2022-2023, 2023-2024) as per PLOs and CLOs of the respective semester.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
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 at 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 tests, and Class tests 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. The university 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 based on 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	<a href="#">View File</a>
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

50

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
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 based on internal work and university examinations is an integral part of the teaching-learning process.

The college follows the criteria for the internal evaluation system prescribed by the University of Mumbai. The faculty informs and elaborates on the syllabus along with the 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/ WhatsApp group from time to time. The faculties provide extra guidelines and counseling to students regarding evaluation whenever required. It is observed that the Performance of students in the Assignments, Essay tests, Class tests, Content test, Practice teaching lessons, Community work, Action research, and Co-curricular activities shows that these activities cater to their learning needs. The performance of the students improves in each semester which can be seen in form of the Grades from Grade 'O' to 'F' obtained each semester.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
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/students-satisfaction-survey/>

**RESEARCH AND OUTREACH ACTIVITIES**

**3.1 - Resource Mobilization for Research**

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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

<p><b>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b></p>	<p align="center">One of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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

<p><b>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</b></p>	<p align="center">One of the above</p>
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File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

### 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

**2**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

#### 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	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
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**

53

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
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**

06/02/23- 13/02/23

**Event: Community work**

**Date: 06th February 2023 to 13th February 2023**

**Time: 7:30 to 12:30**

Venue: our Lady Home school

Incharge: Dr. Vinod Gavit

Gokhale Education Society's College of Education and Research, Parel organised Community work program from 06th February to 13th February 2023 for one week for all the F.Y.B.Ed students in "Our Lady Home" school, Dadar East.

The Class was divided in 7 Groups each group got one class per day to teach. The lecture starts from 7:30am and ends at 12:30 pm. Each group teach according to the given time table or instructed by the particular class teacher. There was one group who were assigned for scholarship students.

Many activities have been done during our time over there. For outdoor activities each class take their students according to the lecture to play games, exercise, yoga, running etc in their P.T or Yoga lecture. Many indoor games were also played like "head shoulder knees and toes", name place animal and many other. We also taught Drawing, Craft works story telling etc.

At the last day the F.Y.B.Ed contributed and gave the chocolates to the students of all class by saying Goodbye.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	No File Uploaded
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	<a href="#">View File</a>
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	No File Uploaded
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

9

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
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

Five/Six of the above



teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	No File Uploaded
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The GESKER 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.

The adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies like NCTE, UGC, Government of Maharashtra and University of Mumbai.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**4.2 - Library as a Learning Resource**

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

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

to the users.

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

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
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

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

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

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

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

**91388**

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

**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**

**92**

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	<a href="#">View File</a>
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	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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

Institute provides IT infrastructure which comprises of computing-equipment, server, software and internet facilities. The students are encouraged to use IT infrastructure in the best possible way to enrich their learning.

Wi-fi facility is powered by dedicated leased lines (100 Mbps). In meeting and being at par with the latest the digital need, the

college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides adequate number of computers, printers, scanners, LCD with projector to help students and faculty to carry out academic activities effectively.

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

The college owns 28 Desktops and 6 Laptops. Library with 2 computers are for students, where students can access N-List membership resources along with free resources available on internet. The college also possesses other ICT equipment such as projectors (5), LCD Display (2), printers (2) and photocopiers

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

Nil

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

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

File Description	Documents
Data as per Data Template	No File Uploaded
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)**

**1564620**

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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

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

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

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	<b>No File Uploaded</b>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support



<p><b>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</b></p>	<p>One/Two of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>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</b></p>	<p>Seven/Eight of the above</p>
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File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>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</b></p>	<p>C. Any 2 of the above</p>
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**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	No File Uploaded
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
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)**

Three of the above

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

**5.2 - Student Progression**

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

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	No File Uploaded
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).**

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
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)**

0

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

### 5.3 - Student Participation and Activities

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

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	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
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

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

Contribution of alumni - 1. Demonstration Lesson - Before starting second-semester internship program college arranged demonstration lessons for past students, they are best in their academic year. Mayuri Choudhary, Omkar Zagade, Pooja Mayekar, Nandan Karkate, Shraddha Dubey 2. Resume writing - Shailesh Khadtare one of the best

students came to conduct a workshop on resume writing. 3. Judge of Competition - Miss. Maisha Jadhav past student college invited her on the 22 & 23 April 2022 as a judge for Poster and Singing competition, She is a Ph.D. student of our college. 4. CDC Member- Mr. Sagar Rawal working as Assistant Professor at VJIT is an active member in College Development Committee.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
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**

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
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**

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
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

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

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

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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 lifelong learning, and development of life skills for effective sustenance in a 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 raising the dignity of the teaching profession and establishing 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 backward 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 the Principal, the Chairman of different committees, teaching staff, the IQAC committee, non-teaching and supporting staff, the student council, the student representative (C.R.), stakeholders, alumni, and the local management committee.



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

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

The college maintains 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 the Finance Committee and Governing Body. All 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 is conducted to check the appropriate use of human, financial, and infrastructural resources.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
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

Collegehas a strategic plan that includes the following:

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. The plan is finalized by the Principal in consultation with their faculty members.

The salient features of the strategic plan are:

Publishing paper in referred or UGC listed journals by faculty members and encourage students to do the same • Sponsoring faculty members and students to National/International level events

- Participation in Conferences
- Guest Lecture, Association Activities of respective departments
- Training of Non-teaching staff
- Internships and Action Research Projects for students The Implementation of these plans have yielded:
  - Number of papers published in reputed Journals have increased manifold and student involvement in this activity has also improved.
  - Students from the socially deprived section of society were accepted with minimal fees
  - Regular interaction with alumni helped students to decide on their future course of education and profession

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	<a href="#">View File</a>
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 scientifically with transparency to get the optimum results out of it. A hierarchical setup is established by top management to the level demarking the Duties, Responsibilities,

Accountability, and Authorities at every stage.

Gokhale Education Society's College of Education and Research was 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	<a href="#">View File</a>
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	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	No File Uploaded
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

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

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

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

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

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
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**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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.**

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochures / Reports along with Photographs with date and caption	No File Uploaded
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**

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	No File Uploaded
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.

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

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

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

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
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

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



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

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

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
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	No File Uploaded
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.

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

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

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
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

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

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
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, uploaded on the college website, and circulated among the faculty members. Admission to B.Ed. programs, Ph.D. summer, winter and mid-term vacations, and internal examination schedules are notified in the Academic Calendar. All newly admitted students are given the orientation and introduction about the management, institute, campus, teaching and non-teaching faculty. Separate syllabus orientation is given to the students. All the curricular and co-curricular activities are organized under the umbrella of IQAC. Daily attendance of students is taken with the help of Bio metrics. As a part of curricular task and assignment, class test essay are taken for assessment of students. Various programmes are organised for students such as Yoga, Health Camp, Cyber Bullying, IPR for the overall development of students.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
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**

20

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
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	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
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

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

**Cycle 1 (2004-2011)**

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

**Cycle 2 (2011-2017)**

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

Cycle 3 (2017-22)

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

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 - Institutional Values and Social Responsibilities**

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

**The Institute -**

1. Trying to reduce energy use. All the students and staff ensure that the electric devices are used when it is necessary. The last person to leave the room switch off the lights and fans is the everyday practice.
2. Efforts to reduce water and other resource usage. Regular inspections electric appliances and timely repairs are done to avoid energy wastage.
3. Waste segregation, with wet and dry waste separated.
4. Waste reduction through digitalization
5. The College focus to see that minimal waste is generated in the institution. Solid waste is segregated as bio degradable and non-degradable and handed over to BMC (Bruhan Mumbai Municipal Corporation). All classrooms are provided with dustbins for dry

wastage disposal.

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

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

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

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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.

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

The institution has policy for waste management along with its implementation procedure and it is predefined as per the guidelines given by government. Dry garbage and wet garbage dustbean has kept seperately for collection of garbage at college. Sweeper comes to college every day for clening purpose.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	None of the above
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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 organizing skits, talk on the importance of cleanliness, and save energy, which will helps in maintaining cleanliness, sanitation and providing a pollution-free healthy environment.



File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
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)**

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File Description	Documents
Data as per Data Template	No File Uploaded
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**

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

The institution's is located at the heart of the Mumbai city. It is well connected with the Bus, Train, Metro and Airport. Hospitals, schools, Shopping and recreational facilities are available near by college. University of Mumbai is campus is near to college so knowledge resources are available here.College has advantage in locational knowledge and resources.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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**

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
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

**The Talent search and Cocurricular Activities conducted by students are best practices successfully implimentaed by the institution as per NAAC guidelines.**

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.3 - Institutional Distinctiveness

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

**The GESKER institution have very active Ph.D. research centre inone area of distinctiveness related to its vision, priority and thrust. Till date 41 students have successfullycompleted Ph.D. from our centre and currently 10 students are persuning their Ph.D. Our Ph.D. research centre is affiliated to the University of Mumbai. As per guidelines given by UGC and University of Mumbai all the process are conducting on regular basis.**

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>