



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHRI L.P. RAVAL COLLEGE OF EDUCATION AND RESEARCH

**RAVAL NAGAR, NEAR NEW POST OFFICE, OPP. RAILWAY STATION, MIRA
ROAD (E)**

401107

<https://ravalcollegebed.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Laxmandas Pitambardas Raval Education Trust's Shri L.P Raval College of Education and Research, Mira Road, Thane was established in 2006. Shri L.P Raval Education Trust was established in 1997 and is registered as a Charitable Trust to promote the noble cause of education. With an English Medium School - The Royal English High School (1997), a Junior College - Shri L.P Raval Junior College of Commerce and Science (2003); College of Education - Shri L. P. Raval College of Education and Research (2006); Degree College of Commerce Shri L.P Raval College of Mass Media and Management Studies (BAF, BMS, BMM, B.Sc Hospitality.)

Today the dreams of our founder Shri Surendra L. Raval are further fulfilled by sustained efforts of our visionary and professional management, dedicated team of administrators and qualified and experienced teaching staff have metamorphosed the L.P Raval Education Trust into 'Centre of Excellence' in Education in a commendable short span of time. Raval College of Education is affiliated to University of Mumbai. It is a self-financed, co-education institution and is recognised by the National Council for Teacher Education, envisions revolutionising the field of education by making it more holistic through interdisciplinary innovations and multidisciplinary values. Our motive as an institution of higher learning is to provide a wide range of choices in Graduate and Postgraduate education with a commitment to excellence in teaching-learning and fulfilling a long standing requirement of the community. The institution has provided the B.Ed programme since 2006, under University of Mumbai. Our commitment to quality is reflected in excellent results. We have trained and nurtured more than 1,800 students. They are well placed in various institutions, lead the educational organisations and also run their own schools and other educational enterprises. Our students participate actively in intra and intercollegiate events and competitions, community services, outreach programmes.

Vision

To revolutionize the field of education by making it more holistic through innovations and multi-disciplinary values.

To revolutionize the field of education and make it more holistic, it is important to introduce innovations and embrace a multi-disciplinary approach. This approach goes beyond traditional subject-based learning and focuses on developing well-rounded individuals who are equipped with a diverse skill set and knowledge base.

The TEI tries to achieve this by incorporating innovative teaching methods and technologies into the learning process. This includes the use of interactive digital platforms along with the traditional methods of teaching. The aim is not only to enhance students' engagement and motivation but also provide personalized learning experiences tailored to their individual needs and learning styles.

In addition, fostering a multi-disciplinary approach can further contribute to a holistic education. This involves integrating different subject areas and encouraging students to think critically and make connections across disciplines. For example, instead of studying subjects in isolation, students can explore real-world problems from multiple perspectives and incorporate knowledge from various fields to develop comprehensive solutions.

The TEI lays special emphasis on ensuring that the trainee teachers incorporate the concept of correlation among various subjects while teaching a topic that ultimately reflects the depth of their understanding of the respective pedagogy. This in turn leads to developing critical thinking, problem-solving, and creativity skills.

Moreover, innovation in education is when teaching is taken beyond the realms of intelligence and made to dive in the waters of social-emotional development of students as also values like inclusivity, diversity, and global citizenship. The TEI strategizes how it can better prepare students for the challenges of the future and empower them to become well-rounded individuals who can contribute positively to society.

Mission

To create professional nurturers who will cater to the awakening and enlightenment of the Cognitive, Affective and Psychomotor domains of the future world citizens who will in turn make the world a heaven and haven for all.

The mission is to cultivate a generation of professional nurturers who will focus on the holistic development of individuals in order to create a future society that is awakened, enlightened, and supportive for all its citizens. This mission encompasses the development of three important domains: Cognitive, Affective, and Psychomotor.

1. **Cognitive Domain:** The professional nurturers will prioritize the enhancement of cognitive abilities in individuals. They will foster critical thinking, problem-solving skills, and the ability to analyze and evaluate information.
2. **Affective Domain:** The development of the affective domain involves nurturing emotional intelligence, empathy, and compassion. By fostering an emotionally intelligent society, future world citizens will be capable of building strong relationships, resolving conflicts, and being compassionate towards one another.
3. **Psychomotor Domain:** The psychomotor domain focuses on physical and practical skills development. Professional nurturers will provide opportunities for individuals to engage in activities that enhance physical coordination, dexterity, and productivity. By developing psychomotor skills, future world citizens will be equipped with the ability to pursue their passions, contribute to their communities, and become self-sufficient.

The professional nurturers are the key facilitators in this vision. The TEI trains them in various disciplines such as education, psychology, counselling, and coaching. By having a deep understanding of human development and learning processes, they will be able to design and implement effective programs and interventions tailored to the unique needs of each individual. They will also serve as mentors, guides, and role models, supporting individuals in their journey towards awakening and enlightenment.

Ultimately, the aim is to create a world where every citizen has the opportunity to grow and thrive in all aspects of their being.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The TEI ensures it observes and analyses its performance in isolation as also in context of the environment it functions in so as to be able to identify its Strengths, Weaknesses, Opportunities and Challenges. This is imperative for it to survive, adapt, evolve and emerge as one of the leading institutions in the Education sector.

INSTITUTIONAL STRENGTHS :

- ? Fostering quality education for 17 years.
- ? Visionary and proactive management
- ? Located in Western suburbs of Mira Road, 2 min walkable distance from Mira Road station. Easily approachable via road.
- ? Owned building and premises with spacious and well ventilated classrooms and other modern facilities.
- ? Effective feedback and monitoring system
- ? Value based learning courses and self study courses, programmes on skill development, community service and community outreach programmes.
- ? Good rapport with the reputed schools and junior colleges for practice teaching. This results in cent percent placement of our schools as well as their recommendation boosts admission.
- ? Offering maximum choice in pedagogies, elective courses, audit courses to our students.
- ? 17 functional MOU with other educational institutions.
- ? Expertise in education and teacher training.
- ? Research papers published in IJARSCT Journal
- ? Well-established curriculum and teaching methodologies.
- ? Continuous and comprehensive internal assessment. Using fair practices in internal assessment.
- ? Robust feedback mechanism
- ? Good results above 95%
- ? Digital library to promote reading habit among students
- ? Grooming the overall personality of students.
- ? Career guidance and counselling for students
- ? Visits, Internship, Action Research Projects carried out by students.
- ? Students participation in National/ State level Conferences/ Seminars/ Competitions
- ? ISO Certification 9001:2015
- ? Green Audit Campus
- ? Grievance redressal cell and Active Student Council
- ? Strong reputation and brand recognition.
- ? Network of alumni working in the education sector.
- ? Well-equipped facilities and resources for practical training.
- ? Inclusivity in Education
- ? Providing education for upliftment of the minorities
- ? A safe learning environment for all especially women

Institutional Weakness

1. Scholarship- Freeship - Government provides scholarship and freeship for students of reserved categories. Least number of student avail the scholarship and freeship.

2. Learned Faculties - Management of TEI is continuously effortful in getting learning-teaching faculties for better education. However, there is low response despite sincere efforts.

3.Reservation Policy - As per government, about 50% seats are reserved for SC, ST, NT, OBC, EWS, etc. However hardly seats get filled which are allotted for reserved category students.

4. Limitation in ICT - Management in TEI is still to provide access to Smart boards, foreign based ICT headhelp. Lack of smart tech-savvy teachers is a weakness.

5. Competitive Examination Preparation - The students are focussed only on Teacher Education. Therefore, hardly students show inclination to undergo such exams and their preparation.

Institutional Opportunity

1. To improve the quality of education - Against all odds, through consistent efforts, improving the quality of education is an opportunity.

2. To work on weakness - The Management Staff take the weakness as an opportunity to overcome it and provide better educational services

3. To improve as best Institute - The Management and Staff at TEI are interested to undergo regular assessment in education, to stand as Best Institute in University.

4. To undergo Assessment and Accreditation by NAAC - Quality of education, extension activities, multidimensional skill development in students, staff and management takes place only because of NAAC. TEI proposed a plan to undergo AA- Assessment and Accreditation. Thus, TEI takes AA by NAAC as an opportunity to serve better in the field of education.

Institutional Challenge

1. To undergo Assessment and Accreditation through NAAC.

2. To maintain quality of education with results over 95%.

3. To increase the beneficiaries for government scholarship and freeship for deserving students.

4. To increase the efforts for learned faculties.

5. To increase the efforts for deprived sections for admissions.

6. To increase the facilities in ICT to optimum level.

7. To focus on competitive examinations of students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This college is known for its curriculum planning. In this it focuses on -In house practice of Curriculum planning with expert persons and with focus on PLO's and CLO's. Curriculum planning involves expert persons of in house college, alumni, exports from other colleges and education field the curriculum planning

involves notice of meeting, plan development for academics, mid course correction along with major means like teaching learning evaluation with focus at PLO's and CLO's. The PLO's and CLO's are focused on developing all skills for the best teacher.

TEI provides academic flexibility in the framework of University of Mumbai choice of courses to students as optional is about 11 per year. On an average 3 value added courses are executed successfully. About 13% of students enrolled in the value added courses. About 40% of students completed self study courses, such as Gandhian philosophy and Ambedkar philosophy of education.

Curriculum enrichment is also undergone by TEI. It involves to provide diversities to students and to provide professionally relevant understandings. TEI organized a workshop for a fundamental understanding of the teacher education field. The institute is an initiative to organize an e-seminar by experts on procedural knowledge that creates the different levels of school education skills that are specific to one chosen specialization. Interactive workshop for developing skills in teachers TEI took initiative. Institution familiarizes students with the diversity in the school system by 3 SDP.

TEI organized a 7 days interactive workshop on the topic - to make learning interconnections ready for the professional field. It involves auditory learning, verbal expressions, visual learning, logical learning ,reflective learning , tactile learning. It is for the professional development of teachers.

Institute to initiative to work on feedback. It is a regression process of TEI self assessment and TEI's self improvement. TEI collected and analysed the feedback of current students, past (alumni), employers , internship schools, teachers (employees). The TEI also gave for remedial actions on suggestions for betterment of the system. The TEI took note of action, on suggestions such as demand for extension activities, in-reach -out reach activities, curriculum based extension activities.

Teaching-learning and Evaluation

The TEI welcomes all students from varied backgrounds and places. The government rules and regulations are strictly followed. The students are admitted as per sanctioned intake. The students appear B. Ed. CET entrance exam conducted by the CET Cell.

The ARA takes care of approving the admissions. The students are taken special care at entry-level learning and outcome. They are catered Mentor teachers and students for desired outcome.

At TEI, various methods and techniques of teaching- learning are used like experiential learning, problem solving, participative learning, brain- storming, cooperative learning etc to provide meaningful experiences to individuals and groups. In TEI focussed group discussion, team learning or collaborative learning are very apt where students construct their own knowledge. The students are given hands-on experience on online and blended learning modes through presentations.

The competencies and skill development in students are taken special care. Robust internship programmes, simulated lessons, practice lessons, value added courses, seminar presentations, assessment tools, learning resources, anchoring, workshops, seminars, field visits, expert talks develop necessary competencies in them. Teachers at TEI are well qualified and experienced. The teachers attend orientation, FDPs and short-term courses. They are encouraged to become resource persons and experts. We had two teachers with M. Phil. and three with NET/ SET qualified.

The internal assessment is very much in tune with the guidelines by the University and our quench for PLO's and CLO's. Formative evaluation is in the form of class tests, essay tests, practice lessons, individual and group assignments, community work, learning resources etc.

Summative evaluation is done through University examination. Teachers are quite considerate and give opportunities to the students to develop in a guided manner through timely feedback. The performance of students is worth appreciating and consistent over the period of time. The feedback from students is taken about teachers, teaching learning, facilities and resources.

Infrastructure and Learning Resources

TEI takes into consideration that the sincere efforts of staff and students in the premises have to be backed by prompt availability of infrastructure at all levels. TEI makes all necessary investment in setting up of and maintenance of facilities such as Classrooms, Multi-purpose Halls, Laboratories, Library, ICT Common Rooms, Playground, Gymkhana, Canteen, etc. 26% of total expenditure excluding salary component of the institution is spent on infrastructure augmentation.

To keep up with the age of Digitization TEI ensures that there is automation of classrooms and library in particular.

60% of classrooms and seminar halls are equipped with ICT facilities. They have projectors that aid in a blended mode of instruction. Overall, there is 1 computer available for every 5 students to assist research-based learning.

Traditionally the library has bought, arranged for and subscribed to 1540 Reference Books, 150 Text books, 300 Question papers, 20 Journals, 15 Magazines and 4 Newspapers respectively. It is also automated in terms of subscription to National Digital Library of India. TEI also makes provision of open and free access to e-resources to students by way of making E – journals, E- Shodh Sindhu, Shodh Ganga, E- Books and Databases available to them remotely. On an average 9% of total students and teachers frequent the library in a day. This is supported by strong supply network of electricity (Adani Electricity) and internet services (Hathaway Internet Services).

The smooth interaction between the human resources and infrastructure is possible as TEI buys regular AMCs for maintaining and utilizing physical, academic and support facilities Water filters, House –keeping facilities, Waste management, CCTV and Air conditioning units. TEI takes up required repair for infrastructure facilities such as classrooms, toilets, and staircases on regular basis.

The management and staff with the help of appointed students take it upon themselves to ensure that these infrastructural facilities are utilized in the optimum manner and are well maintained for an upgraded and dynamic atmosphere in TEI.

Student Support and Progression

LPRCER puts efforts on capability building and skill enhancement of students by providing opportunities of career and personal counselling, development of academic skills, technical skills, e-content and online assessment of learning.

Grievance redressal Committee, Anti- Sexual Harassment Committee and Anti-ragging committee are constituted in the TEI for timely redressal of students' grievances with transparent mechanisms. The Grievance Redressal Committee resolves their academic and administrative grievances at the earliest.

LPRCER has democratically elected student council guided by faculty members which is primarily framed for having students' representation in various activities.

Placement cell established in the TEI assists students in campus placement. 298 number of outgoing students i.e., 82% are placed in the last five years.

Students have been motivated for progress to higher education and for qualifying competitive examinations by providing guidance to them.

12% of outgoing students progressed to higher education during the last academic year.

Co-curricular activities are given the pride of place and are a vital part of the life of the students in the TEI. The institution extensively focuses on various activities in different areas. 72 sports and cultural events were organized in which students of TEI participated.

The TEI has an active Alumni Association. Alumni participate actively in institutional functioning, work closely with the students and the TEI at large providing guidance and mentorship. TEI aims at developing the all-round personality of students through student centric education by providing healthy environment and support for student progression and well-being.

Governance, Leadership and Management

The governance of the TEI is democratic and transparent . All stakeholders are encouraged to participate actively and voice their perspectives for effective decision making. The TEI practices decentralization and participative management through different Committees.

The Management, Principal, Teachers, and administrative staff work in coordination with full dedication to fulfil the vision and mission and objectives of the institution. The institution maintains transparency in all its academic, financial, administrative functions. Regular staff meetings, student council meetings are conducted to discuss, review and share views regarding the institutional initiatives and activities. The TEI has implemented e-governance in almost all areas of operation.

Regular audits are conducted pertaining to academic, administrative, and financial aspects of the institution.

Faculty is also provided with opportunity to attend professional development programmes. Performance of the teaching and non-teaching staff is assessed through the appraisal System. Feedback regarding the performance of the staff is taken from students, Principal and Management.

The institution's finances are managed in an effective and efficient manner. The institution ensures that funds are used for the intended purpose and that the income and expenditures are properly audited and filed.

IQAC coordinates all the quality-related activities by developing a methodology of documentation and internal communication, enhancing and integrating the various activities of TEI and ensuring the adoption and

dissemination of good practices. IQAC gathers online feedback regarding the effectiveness of the teaching-learning process. Various quality initiatives for improving the quality culture are taken by the institute under the guidelines of IQAC.

Institutional Values and Best Practices

Institution has a energy policy with states that means for environmental and energy conservation as in view of need and demand of time. All the stake holders - students, staff and parents with management are abide by the energy policy of TEI.

' Energy Audit is carried out for energy conservation in better way.

Institution has started policy and procedure for implementation of waste management. Institute has solid and liquid waste management for clean, green, hygienic, safe, decent environment. 'Environmental Audit ' is carried out by Experts to support waste management initiatives of TEI. Segregation of solid waste as well as dry is best initiative before disposal to municipal council of Mira Road Thane . Green Audit by expert by TEI is also environment cleanliness. Water Management and water conserve are the prior consideration of Institute. TEI has efforts for rain water, harvesting on its own. The waste water management and it's perfect recycling is done with Municipal council at Mira Road.

The institute is pro for a clean, green environment on campus. The green ordered by an expert is carried out. Plastic free campus, plantation workshops are some of the efforts of the institute for the cleanliness green cover.

TEI carried about 75 - 100 community activities, 25 - 30 cultural activities, hundreds of teaching practice classes , hundreds of projects related to the local environment, locational knowledge and resolves community challenges. TEI is ISO 2009 - 2015 certified educational institute. It shows college is raising and maintaining its bar of education, environment, community resources and administration at high.

Incorporation of the four 'C' s - Critical thinking, creativity, collaboration and communication as 21st century skills for students is first best practice at TEI. Research papers, research conferences is critical thinking 'C' .

The second best practice is promoting harmony in diversity through cultural celebrations. Unity in diversity is in blood of TEI, seen by every act , 50% of students of minority community show harmony of TEI.

Women Empowerment is distinctiveness of TEI. President of Management, Principal of TEI , 80% women staff , 75- 80% women students.

Research and Outreach Activities

TEI strives to adopt and follow a 'research culture' by encouraging its staff and students to identify areas pertaining to education in particular and society in general for research.

To support the same TEI arranges grants for its staff as also collaborates with other experts, colleges, internship schools and community service centres for the purpose of reaching out to society.

TEI has around 17 functional MOUs with colleges and schools that ensure exchange of resources for optimum

mutual benefit.

Raval collaborated with Nirmala College to organise a 5- days orientation workshop on Research in Academics in March 2021. TEI collectively with LN college also held a Research Conference in June, 2021. These further guided the process of research.

TEI received a non-governmental grant of Rs. 2,00,000 of which Rs. 28,572 was allotted to each teacher. Research papers on 57 topics were published in Lambert Publications' The International Journal of Advanced Research in Science, Communication and Technology - a Multi-disciplinary Double-Blind Peer- Reviewed Refereed Monthly Journal in June, 2021.

TEI also provided in-house support to its staff. Rs. 5,000 per teacher was allotted in the year 2021 to its teachers. Research papers on 43 topics were published in Lambert Publications' The International Journal of Advanced Research in Science, Communication and Technology- a Multi-disciplinary Double-Blind Peer- Reviewed Refereed Monthly Journal in March, 2021 and February, 2022 respectively.

Raval strongly supports the purpose of Community service for sensitizing the students towards community issues. Around 31 outreach activities were organised during the last five years which catered mainly to the marginalised sections as also National priority programmes such as Environment Awareness, Gender sensitivity, Yoga, AIDS awareness, etc.

TEI is acknowledged for these endeavours through certificates, letters of acknowledgment and trophies.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI L.P. RAVAL COLLEGE OF EDUCATION AND RESEARCH
Address	RAVAL NAGAR, NEAR NEW POST OFFICE, OPP. RAILWAY STATION, MIRA ROAD (E)
City	Mumbai
State	Maharashtra
Pin	401107
Website	https://ravalcollegebed.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sunita Thakur	022-9324398257	9511854019	-	lpravalbedcollege@yahoo.in
IQAC / CIQA coordinator	Fatema Siamwalla	022-8976169204	9823966981	022-8976169204	fatemaszm@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	180	Validity is continued

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	RAVAL NAGAR, NEAR NEW POST OFFICE, OPP. RAILWAY STATION, MIRA ROAD (E)	Semi-urban	0.32865	3019.74

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graduates & Post-Graduates	English	100	100

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				12			
Recruited	0	0	0	0	0	0	0	0	2	10	0	12
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	4	4	0	8
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	5	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	4	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	11	5	0	0	16
	Female	67	17	0	0	84
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	0	0	0
	Female	2	0	0	0
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
General	Male	15	6	3	7
	Female	81	53	72	92
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	60	75	99

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>a. The vision of HEI for Multidisciplinary NEP 2020-</p> <ul style="list-style-type: none"> • To develop aesthetic, social, intellectual, physical and moral skills in an integrated manner. • To adopt an integral education model to relax the discipline boundaries for learning. • To become as multidisciplinary TEI to provide knowledge in combination as per need and interest of learners. <p>b. TEI has an approach to learning and development that integrates the areas of humanities, science, technology, engineering and mathematics. TEI will take initiative through STEM, students to develop key skills including: problem solving, creativity and critical analysis.</p> <p>c. TEI offers flexible and innovative curricula set by University of Mumbai - one of the</p>
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	<p>premier University with A++ NAAC grade. It includes credit- based courses and projects. d. TEI is an affiliated Teacher Education Institute. It has to follow the curriculum of University of Mumbai. The institute will definitely offer multidisciplinary flexible curriculum, if University of Mumbai deals with. e. TEL will execute plans to engage in multidisciplinary research endeavors as per curricula and guidelines of if University of Mumbai. f. Institute follows the credit-based education system. Teacher Education is having different disciplines like English method, vernacular language, science method, geography method, etc.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>a. In 2021- 22, 2022- 23, the TEI, taken initiative to register each student’s ABC. b. TEI has no separate ABC account. TEI is working and affiliated to University of Mumbai. Therefore, each student has his/ her own Academic Bank of Credits (ABCs) reserved, deposited by registered mobile number of his/her own. c. TEI made awareness, messages along with admin department to sensitize students to open ABC with exam department of University of Mumbai. TEI made it compulsory/mandatory to each student to register themselves in ABC.</p>
<p>3. Skill development:</p>	<p>a. TEI has learned that NSQF is a completely based framework that organizes all qualifications according to a series of levels of knowledge, skills, and aptitude. TEI always follows a series of levels of knowledge, skills and aptitude. b. TEI provides value- based education through value added certificate courses. c. TEI will take initiative to offer programmes to provide vocational education and its integration into mainstream education, as and when University of Mumbai takes initiatives. d. TEI runs the B.Ed. course, it is professional course. Its syllabus/ curriculum, execution - sole authority is University of Mumbai. e. TEI’s B.Ed. programme itself is a professional course as expected in NEP 2020.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>a. As it is stated earlier, this TEI is affiliated to University of Mumbai. TEI will definitely implement the appropriate Integration of Indian Languages and Indian knowledge system as per guidelines of University of Mumbai. b. TEI is all set to go for online courses. Since 2018-20, 20- 21 and certain time of 22- 23 during pandemic period TEI carried</p>

	out academic- administration online. In NEP, TEI is ready to go for online courses. TEI carries many academic- administrative activities online, e-learning, e- teaching, e- activities, add o courses, cross cutting issues and so many activities are carried as online courses.
5. Focus on Outcome based education (OBE):	a. TEI has B.Ed. curriculum with PD- Programs outcome based and co- course outcome based. b. TEI has teaching-learning process focused on outcome base. c. TEI has CIA- Continuous Internal Evaluation, feedback system for implementation of outcome-based education
6. Distance education/online education:	a. TEI offers add on courses, value added courses online basis. b. TEI has techno savvy staff, ICT facilities for blended learning. c. TEI undergoes capacity building courses, skill development courses, communication basis by online. During pandemic, teaching-learning and evaluation was also done online. TEI is prepared for online education as prescribed in NEP 2020.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Formation of Electoral Literacy Club (ELC) India is the largest democratic country of the world. Electoral system is the core System of democratic India. Right of Election to every Indian is the best civilian right provided by The Indian Constitution. Electoral literacy ensures maximum participation and informed and ethical voting. An Electoral Literary Club is formed on 15th “Aug. 2021. It is a platform to keep busy college students for the Electoral rule. This ELC. carried out activities for Electoral Literacy.
2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy club has the students' coordinator and Co-ordinating faculty members. The Students Coordinator and coordinating faculty members were appointed. Electoral Literacy club Formation date – 15-08-2021 Teachers: Co-ordinator : Asst. Prof. Sanjukta Kargutkar Asst. Prof. Vikas Rawal Asst. Prof. Fatema Siamwalla Asst. Prof. Ragnath Bhitale Asst. Prof.Sujata Tripathi Asst. Prof. Sonia Chauhan Students: Richu Maria George Khan Rana Firoz Modak Namira Sikander Siddique

	Mahek Alimuddin Shaikh Sumaiya Suhail Sayyed Nadeem Nazar Abbas
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Initiatives undertaken by the ELCs- A- Voluntary contribution by the students in electoral processes. B- Voluntary participation of the students in voter registration of the students. C- Voluntary participation of the students in voter registration of the communities. D- Assisting to district election administration in conduct poll. E- Voluntary participation of the students in voter awareness campaigns. F- Voluntary participation of the students in promotion of ethical voting G- Voluntary participation of the students in enhancing participation of the under privileged sections of society such as transgender, commercial sex worker, disabled persons, senior citizens.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Participation of students in electoral awareness drives.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ELC made efforts to register every student over 18 years to register as voter.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	135	174	189	160
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	23	29	39	35
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	75	93	87	65
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	73	93	82	56
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	60	75	99	90
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
12.22	3.73	9.47	10.13	8.49
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 40**

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

TEI has a regular in-house practice of planning and reviewing, revising curriculum and adopting it to local context, local situation.

Efforts at TEI for in-house practice of planning and reviewing of curriculum are as below.

In House practice of planning

a. Procedure

For the very purpose, faculty at TEI under the guidance and chair of Honourable Principal madam carried out the meetings.

In this process, the students and alumni were also invited. The meeting was carried out at the beginning of each term of the Academic Year. Annually two meetings were carried out. In these meetings

1. Academic Calendar of the Institute
2. Teaching Plan of Teachers for 2021-22
3. Teaching plan of F.Y. B.Ed.- I & II Semester
4. Teaching plan of S.Y. B.Ed. - III & IV Semester
5. Time Table of entire B.Ed. programme
6. Time Table of each class
7. Attendance sheet of students
8. Documents showing examination schedule for all semesters
9. Plan for mid-course correction-evaluation schedule
10. Use of Library for Curriculum delivery
11. Use of ICT Classrooms for Curriculum delivery
12. Advance learner, slow learners list for plan to rich curriculum to every student
13. Communication of decisions to all stakeholders aspects were discussed.

In the Academic Year 2021-22, the two meetings were carried out. One meeting was carried out in the month of June on 15th June, 2021 for terms 1 and 3. Similarly the meeting was carried out on 30th October, 2021 for terms 2 and 4. The meeting was a regular practice in-house practice. It is for planning, reviewing and revising the curriculum. It also tried to adapt to incorporate the local context.

b. Kinds of activities in procedure

The kinds of activities that are carried out in the meeting are

Academic Calendar of the Institute
Teaching Plan of Teachers for 2021-22

Teaching plan of F.Y. B.Ed.- I & II Semester
 Teaching plan of S.Y. B.Ed. - III & IV Semester
 Time Table of entire B.Ed. programme
 Time Table of each class
 Attendance sheet of students
 Documents showing examination schedule for all semesters
 Plan for mid-course correction-evaluation schedule
 Use of Library for Curriculum delivery
 Use of ICT Classrooms for Curriculum delivery
 Advance learner, slow learners list for plan to rich curriculum to every student
 Communication of decisions to all stakeholders

c. Communication of decisions to all concerned

The decisions were communicated to students, teachers and the HEI head. The students, teachers and Head are the part of meeting, part of committee so ultimately, they get to know the decisions. The students in general are not known to the decisions. The decision made was communicated to students in large for the smooth academic function by notices, mobile, WhatsApp groups as well as website.

d. Kinds of issues discussed

The meeting discussed the following aspects

- i. Plan developed for the 2021-22 Academic Year
- ii. Plan for mid-course correction for 2021-22

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

1.1.2

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

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

1. **Faculty of the institution**
2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3

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

1. **Website of the Institution**
2. **Prospectus**
3. **Student induction programme**
4. **Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 70.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	11	11	11

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 2.8**1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 12.84**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2021-22	2020-21	2019-20	2018-19	2017-18
105	0	0	0	0

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

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

Response: 36.06**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
160	135	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

? A fundamental or coherent understanding of the field of teacher education Teacher/Educators – These are professional educators. These serve as the training arm, training expert in the education: teaching-learning process.

Teacher Education – Teachers lead the responsibility of building the foundations of students to start their academic and professional careers.

In TEI, the educators are entrusted to help children dream and choose what they want to become when they grow up.

TEI Efforts – This TEI organised a workshop for this. Hon. Dr. Shoaib Mohammed of Vidya Vikas Vikas College of Arts, Commerce, Science, B.M.M. and B.M.S., Chincholi Bunder, Malad (West), Mumbai- 400064 was the best resource person for it. The four fundamentals of education are Learners, Objectives, Methods and Evaluation in Teacher Education.

The workshop was held online. All staff along with students attended the same. Outcome – Young budding teachers and staff as educators gained knowledge on fundamentals of Teacher – Education.

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

As per the International Encyclopaedia of Teaching and Teacher Education (1987) – Teacher Education can be considered in three phases, as Pre- service, Induction and In-service. These three phases are considered as parts of procedural knowledge of a continuous process of teaching to teachers. School Education structure may be Pre- Primary, Primary, Secondary and Education (B.Ed.) Degree level.

TEI puts efforts for same. TEI organised lectures by Hon. Mrs. Neeta Singh of Nirmala College of Commerce, Municipal School Building, Malad (East), Mumbai 400097 has put best efforts in capacity for creation of teachers, lecturers for different levels of school education. Its an effort by this TEI for creation of best teachers for school education.

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

Capability helps teachers to navigate change, mastery and uncertainty at work. Finding showed that greater school average teacher capability, greater the teacher’s self

– efficacy and in turn student self – efficacy.

Teaching is characterised by constant change. Teachers are expected to respond to different and varying needs of students. The capability to regulate one’s thoughts, feelings and behaviours in response to changing, new or uncertain situations.

TEI organised for all students and staff ‘E – seminar’ in the online mode. The resource speaker was Hon. Mr. Felix Anthonysamy of Jai Bharat College of Commerce(Night), Guru Gobind Singh Marg, Malad (West) Mumbai- 400082. The E – seminar was conducted on 14th January 2021. It was as per time schedule from 5:00 pm to 6:00 pm. Session was for interaction, positive two way interaction, problem, doubt clarification. The topic for E – seminar is – ‘What are your capabilities – as a teacher’.

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

Teacher skills are also called as teacher competencies - Emotional Intelligence, Critical Thinking, Negotiation, Communication Skills and Collaboration with others are some of the important teacher skills. Emotional Intelligence helps the teachers to take any stressful situations.

Teachers with high Emotional Intelligence give more actions better and are confident. These are actions of teachers can impact on the student’s learning and student’s well-being. Critical Thinking in teachers help in objective analysis and evaluation of an issue in order to form a judgement.

Negotiation, Communication Skills and Collaboration with others improves the socialisation in the teacher to become disciplined personality

TEI carried out Interactive workshop for developing skills in teachers. It was made compulsory to attend the workshop in online mode. The principals of three colleges chaired the session on 14th February 2022.

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

1.3.2

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

Response:

This TEI is keen and pro to familiarizing students with the diversities in school system. Institute took initiatives to introduce diversities in Indian school system, its working and management.

To familiarize students about Indian school system, different boards of higher education in India and to know about an International and comparative perspective. For the very purpose, TEI carried out three student development programmes. Each SDP is carried out on online mode. The SDP is carried out in association with the next educational institute (MOU). Students as well as teachers were asked to attend the development programme.

The First SDP was held from 1st Sep 2021 to 4th Sep 2021, including both days. The subjects for this programme are as follows.

- a) History of Modern School System in India and Maharashtra.
- b) Concept of School Development in Maharashtra.
- c) The Educational System in India – GNU – Project – Free Software foundation.
- d) Role of teacher in School Development and School Management.

The Second SDP was held in period of 1st Nov 2021 to 4th Nov 2021. The subjects for the second SDP are as –

- a) What is International School System?
- b) Differences between Public Schools and international Schools.
- c) Academic Systems of International Schools.
- d) Adoption of Good Managerial Practices from International Schools to Normal Schools.

The main theme of this day was ‘ToLearn International School System.’

The main topic of Third SDP was held on 1st Jan 2022 to 5th Jan 2022 is ‘To learn functioning of various Boards of School Education’. The Topics chosen by the Expert Speakers are –

- a) Functioning of various Boards of School Education.
- b) Functional differences of various bodies of School Education
- c) To study the assessment systems in various Boards of School Education.
- d) To study the norms and standards of various Boards of School Education
- e) To study the state wise variations of various Boards of School Education.

Action Plan by TES is to held the three SDP for familiarization of students. The SDP was held in three different sessions for better transformation of familiarization process. The three different colleges worked with host TEI. The resources are used from four colleges including this TEI and

other three colleges involved in MOU. Institute asked the teachers also to be the part of SDP and keep vigilance as well as keep the record of

attendance of students, online. The attempt of TEI for familiarization to students about Indian and Foreign School system stand with

great outcome. TEI also made clear concept of students about different State Boards, CBSE Board, NIOS Board and so on.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

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

Response:

Efforts made by the institution to A. Enable students to develop understanding of the interconnectedness of various learning engagements.

B. To make learning engagement interconnections ready for the professional field.

A. (a) Learning techniques/ various learning engagements in Teacher Education Course Efforts by Institution

(b) Interconnections between Learning Engagements- Efforts by institution

Various learning engagements are like- Visual, Kinaesthetic, Oral, Social, Solitary, Verbal, Logical, Auditory, Tactile, Sequential, Simultaneous, Reflective, Interactive, Direct experience, Indirect experience, Rhythmic (melody), etc. Institution leads and puts efforts for interconnection between students of Teacher Education School and various learning engagements.

(c) Efforts made by the institution

Institute organised seven days Interactive Workshop for underlining interconnections between Learning Engagements.

Institute jointly organised seven days interactive workshop along with L.N. College, Borivali, Mumbai. The teacher experts worked as 'resource' for the same.

Auditory learning interactive session deals with activities like- Read Aloud, Question and Answer sessions, Play background music during silent times, Listening activities to learn better.

Verbally express themselves involves the interactive sessions on- Creative writing (Short stories, poems, content writing), Reading magazines, Playing word games, Practicing public speaking improves the skills in teachers.

Visual learning lectures deals with learning activities such as- Mind pictures, Mind maps, Use 'clue' words for recalling, Take notes, Take photographs to enhance professional skill as a teacher. 7 days' workshop devoted one day to deal with logical learning. It may deal with Puzzle solving games, Enjoy experiments, Strategy based games and time-4 learning (computer based) activities to improve profession skills by teachers.

Institute also arranged Reflective learning activities such as- Feedback Based Learning for improvement, keeping journals, recording a class video transcript, Reflection in Language Learning.

TEI workshop for Tactile learning as a part of professional skill development in the workshop interactive session was carried out such as Science experiments, Building blocks, playing with tactile toys and watching movie.

The workshop underlines the importance of learning engagements for making of Professionalism development in teachers through such attempts.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 84.8

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

2.1.2

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

Response: 5.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	0	0	5

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

2.1.3

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

[A]The assessment process at entry level to identify different learning needs of the students a) MAHACET – The students who made their mind and determine to accept ‘Teacher and Teaching’ as a profession, then they must appear for the assessment process (Merit list) at entry level.

Government of Maharashtra has established a State Common Entrance Test Cell (CET CELL) under Admission Regulatory Authority (ARA) as per the provision in Section 10 of Maharashtra Unaided Private Professional Educational Institutions (Regulation of Admissions and Fees) Act, 2015.

The Test will comprise of Multiple-Choice Objective type questions with four options.

? There is no Negative Marking.

? Test Duration: 90 Minutes

? Medium of CET: English and Marathi

D) Content of the Syllabus:

1. Mental Ability (40%) The content of this test aims to judge your reasoning power. It also helps to judge how accurate you can think. This test will contain questions based on Series, Syllogism, Coding Decoding, Relationship, Analogies, Classification, Problemson Dice, etc., either in Verbal or Non Verbal form.

2. General Knowledge (30%): The aim of this section is to test how well you are acquainted with the happenings in the surroundings at Local, National, International Level including Past Events, Current Affairs including, Science and Technology, History, Geography, Civics, Political Science and Literature in General.

3. Teacher Aptitude (30%): The Test aims to know your capacity to become a teacher. It will contain questions related to your keenness to update your knowledge, leadership qualities, awareness about changes in Education and Society, Communication and Professional Commitment etc.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**

5. Collaborative tasks**6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 13.33

2.2.4.1 Number of mentors in the Institution

Response: 12

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme

TEI observes multiple mode approach to teaching- learning.

The teachers adopts–

- Participative learning
- Experiential learning and
- Problem solving methodology
- Brain storming method
- Focused Group discussion
- Online mode

Participative learning

Students Alumni, teachers along with employees, Experts, practice school member involved in the curriculum planning and adoption. It is participative learning of teachers and students. It indicates the persons involved in the curriculum planning process during the academic year. This participative learning is at house level and institutional level.

Experiential learning

Teacher and students involved in the research activities. Teachers guide the students for doing the review, research and to write research paper. Thus, the Experiential learning was carried out. To do research and to write research paper is Experiential learning.

Problem solving learning

Teachers are mentors. Each teacher helps the student to solve the problem. Mentor undergoes problem solving counselling. It may be career counselling, mental health counselling or social association counselling, the problem solving learning, problem-solving methodology is used for this activity.

Brainstorming method

Teachers taught about 14 value added courses at MOOC- SWAYAM to students. These are Add on courses offered free of cost to students. To learn these certificate courses means Brainstorming method. The teachers guide Brainstorming method. The teachers guide students to deal with advanced Certificate courses.

Focussed Group Discussion

Teachers of TEI took initiative for students to undergo self-study courses. Teachers have focussed Group Discussion with students for choice of subject, the students for self study. Thereafter they had a group discussion with students for evaluation of topic for self study.

Online mode

Teachers carried out lectures in 'Online mode, guidance, mentoring, counselling many often. Teachers deal in online mode –Familiarization to students with the diversities in school system in Indian as well as in International boards, schools.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

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

Response: 35

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	7	0	0

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 98.75

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

Response: 158

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

The nature of mentoring efforts in the Institution is very active. Each teacher works as mentor. The Teacher – mentor helps guide the students –

- Special effort put in by teachers in accordance with learner needs. Mentor – teacher help students when they seek support at all moments, when needed.
- Management itself and motivated active teachers take it as an institutionalized activity in accordance with learner direct/indirect needs.

WORKING IN TEAMS

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to develop student's capabilities of working in teams. Guidance is provided to students like:

- ? Developing students' listening and speaking skills.
- ? Having positive attitude towards things
- ? Focusing on strength of team members
- ? Show gratitude Accept and Appreciate differences
- ? Sharing Responsibilities with colleagues

It is expected practicing all this in professional life will lead to effective team work by the students.

DEALING WITH STUDENT DIVERSITY

Being future teachers it is very important for students at Shri L.P. Raval College of Education and Research that they should know how to deal with student diversity in actual classroom environment.

Thus Mentors suggest different ways to deal with student diversity:

- ? Divide students into slow and advance learners
- ? Provide remedial classes to weak students
- ? Engage students in Collaborative task

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES

As it is essential to have a decent relationship with colleagues and authorities at work place, mentor, guide the would be teachers for the same:

- ? Respect people
- ? Find a way to get along with everyone at workplace
- ? Practice good etiquettes while communicating with colleagues and authorities
- ? Practice good etiquettes related to personal hygiene
- ? Be kind to colleagues

BALANCING HOME AND WORK STRESS

Being in any profession brings lots of responsibilities along with it. After completing B.Ed. programme the student's enter schools and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue. Thus the students' does not suffer with any of such stress. Mentors at Shri L.P. Raval College of Education and Research work for the welfare of students by guiding them for the same.

- ? Prioritize your time
- ? Set manageable goals each day
- ? Be realistic at home and work place
- ? Practice meditation and yoga
- ? Be efficient with your time

KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION AND LIFE

Keeping oneself updated with recent developments in education and life is very important for intellectual development. Thus mentors motivate students to:

- ? Read Educational journals, magazines, blogs etc.
- ? Search for websites which provide more specific topic oriented articles

? Follow the news in the world

? Attend different Seminars

Thus, Mentors at Shri L.P. Raval College of Education and Research maintain a cordial relationship with the Mentees and are always inclined to help in developing the professional capabilities of their students.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: C. Any 3 of the above

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

2.3.7

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

Response:**(A) CASE I**

Teaching- learning process attempted by teachers is

- (a) Teachers deal with fundamental or coherent understanding of the field of teacher education.
- (b) Teachers deal with procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization.
- (c) Teachers deal with students' capability to extrapolate from what one has learnt and apply acquired competencies.
- (d) Teachers deal with teaching- learning to enhance skills/competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

TEI puts efforts for same. TEI organised a workshop for this. Hon. Dr. Shoaib Mohammed of Vidya Vikas Vikas College of Arts, Commerce, Science, B.M.M. and B.M.S., Chincholi Bunder, Malad (West), Mumbai- 400064 was the best resource person for it. The four fundamentals of education are Learners, Objectives, Methods and Evaluation in Teacher Education. TEI organised lectures by Hon. Mrs. Neeta Singh of Nirmala College of Commerce, Municipal School Building, Malad (East), Mumbai- 400097 has put best efforts in capacity for creation of teachers, lecturers for different levels of school education. Its an effort by this TEI for creation of best teachers for school education. TEI organised for all students and staff 'E – seminar' in the online mode. The resource speaker was Hon. Mr. Felix Anthonysamy of Jai Bharat College of Commerce(Night), Guru

Gobind Singh Marg, Malad (West) Mumbai- 400082. The E – seminar was conducted on 14th January 2021. It was as per time schedule from 5:00 pm to 6:00 pm. Session was for interaction, positive two way interaction, problem, doubt clarification. The topic for E – seminar is – 'What are your capabilities – as a teacher'. TEI carried out Interactive workshop for developing skills in teachers. It was made compulsory to attend the workshop in online mode. The principals of three colleges chaired the session on 14th February 2022.

(B) CASE II

Teaching- learning process of this TEI involves Student- Mentor system. Each teacher works as not only a teacher but also as a mentor, friend, philosopher for students. The Student- Mentor programme in teaching- learning process nurtures creativity, innovations, intellectual and thinking skills, empathy, life skills, etc. among students.

The teacher- mentor adopt the following activities in teaching- learning process -

1. Counselling to individual student
2. Counselling in group of students
3. Guidance for self-study course
4. Guidance for smooth transition from Science/Arts/Commerce to professional Teacher Course
5. Guidance for Curriculum planning
6. Guidance to understand PLOs + CLOs
7. Guidance for choice of courses
8. Guidance for choice of elective subjects including pedagogy courses
9. Guidance for value added courses
10. Guidance for the students to acquire and demonstrate knowledge, skills, values and attitudes

11. Familiarises students with the diversities in school system
 12. To provide inter connectedness of the various learning engagements of students
 13. To guide for feedback to fill
 14. Remedial lectures for slow learner
 15. To guide for learning enhancement
 16. To mentor students for cultural activities, sports activities
 17. To guide students for evaluation system
 18. To mentor students for social work, community activities
 19. To mentor students for ICT utilization
 20. To guide students for scholarship, progression, personality development of professional development of as a teacher
- These activities in teaching- learning process are attempted by teachers.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

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

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**

- 3. Building teams and helping them to participate**
- 4. Involvement in preparatory arrangements**
- 5. Executing/conducting the event**

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection/Identification for internship: Participative/on request

It is done by keeping in view the following parameters and on request to the schools:

- Subjects of the students are kept in mind while selecting the schools and it is well oriented & guided to both schools and students.
- Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.
- The student's medium of instruction (Hindi/ English/Marathi) are considered too before assigning practice teaching school.
- Well renowned schools and junior colleges of Mira-Bhayandar, Vasai-Virar, Dahisar, Borivali are selected that provide a boost in the pupil teacher's capacities, skills & capabilities.

3. Orientation to students going for an internship

Following methods are used for orientation of the students towards internship:

- Students are informed about the school's requirements and do's & don't within the school.
- Guidelines are given to students for their apt behaviour with school authority, students, parents and dress-codes as a part of their teaching practice.
- Students are informed about various school curricular and co-curricular activities that they have to perform during internship, and the necessary resources like teaching aids etc. to conduct these activities.

4. Defining role of teachers of the institution

The college defines roles of teachers in the following manner:

- On the first day of the internship in the school, pupil teachers are oriented by the coordinator/principal/supervisor of the schools or colleges.
- Teachers provide valuable exposure on the internship by ensuring regular checks by visiting the school.
- Student's doubts are discussed with the school and a smooth flow is ensured by the teachers.

5. Streamlining mode/s of assessment of student's performance

The training program formally assessed for each of the intern throughout the internship in the following ways:

- Regular visits are done by different teachers to the schools/junior colleges for the observation and checking of the lesson plans.
- Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest them for improvement.
- Internees record their scheduled activities in the 'Reflective Journal' and it is properly checked by the college faculty with suitable remarks.

6. Exposure to variety of school set-ups:

- Efforts are made to provide the most diversified and finest mode of learning to students by providing them a changed and new school environment every time they go for an internship.
- The TEI tries to provide both government and private schools to students.

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

2.4.9

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

Response: 4.21

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

Response: 14

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Shri L. P. Raval College of Education and Research, Mira Road (East) conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating body, University of Mumbai. We at LPRCER follow a well-organized and well planned schedule for Internship. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the details of Internship programme also of contacts in charge etc. The school principals are requested for an orientation on the first day of internship. The College adopts a rigorous and well planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.

ROLE OF TEACHER-EDUCATOR

The role of teacher educator is:

- To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.
- Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme.
- They also look after the problems faced by the students in the schools and provide viable solutions at her level.
- Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities.
- Suitable feedback is provided to the trainees for improvement in performance.

ROLE OF SCHOOL PRINCIPAL

The role of school principal is:

- To look after the proper allocation of classes to the Interns.
- To orient the Interns about the functioning of school system and role of a teacher
- To provide time-to-time guidance to Interns for their performance.
- To report to Teacher-educator about the observations made for improvement.

ROLE OF SCHOOL TEACHERS

The role school teachers are:

- To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.
- To provide them guidance in conducting the classes
- To provide regular remarks on the lesson planning and its execution by the Interns in the class.
- To provide feedback of interns to the teacher-educator.

ROLE OF PEERS

- To sit and observe peers throughout class duration.
- To monitor peers for better performance.
- Discussion upon presentation is done among peers for improvement.
- To reflect upon observation and improving oneself.

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

2.4.12

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

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

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

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

2.5.3

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

Response: 5.08

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

Response: 61

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

1. In house discussion on current developments and issues in education

(a) In house planning and/or reviewing curriculum

For the very purpose, faculty at TEI under the guidance and chair of Honourable Principal carried out the meetings. In this process, the students and alumni were also invited. The meeting was carried out at the beginning of each term of the Academic Year. Annually two meetings were carried out.

(b) In house adopting curriculum to local context

For the very purpose, faculty at TEI under the guidance of Principal the meeting/s for House practice planning was carried out the meetings. In this process, the students and alumni were also invited. The meetings were carried out on 15th June, 2021 for terms 1 and 3 and on 10th October, 2021 for terms 2 and 4.

(c) In house discussion on the PLOs and CLOs while planning institutional curriculum. The faculty in consultation with the Principal prepare the year plan and the course activities based on PLOs and CLOs that incorporate varied activities, new learning approaches and technology to the student teachers.

(d) Orientation programme for teachers

Teachers were oriented about subject allocation by Principal on the commencement of each semester. Discussion about class tests, assignments and timelines for assignment submission was done well in advance. Teachers were also oriented about the Teacher -in-charge of Practice Teaching groups.

(e) Self-study courses for students to keep themselves updated professionally

For Academic year 2020-2021, self-study courses on 'Gandhian Philosophy' and 'Thoughts of Ambedkar' were provided to student teachers with the objectives to enhance the efficiency of the future teachers.

2. Share Information with colleagues and with other institutions on policies and regulations

(a) Educational curriculum planning with social stakeholders like Practicing schools, Employers, Experts and Alumni

The IQAC and the Academic Committee of the institution provide their suggestions with respect to the curriculum transactions taking into consideration the feedback from different stakeholders such as the students, faculty, alumni, practice teaching schools.

(b) Share information through Value-Added courses

From the strategic plan, Enhance Teaching Learning has been successfully implemented. Based on student's needs value added courses are introduced to enhance their teaching skills.

(c) Faculty Development Programme

At LPRCER, faculty are always encouraged toward efforts to keep themselves professionally updated. The teachers attend orientation, faculty development programmes. The teachers also guide the B.Ed. students for their Action research projects that are part of the curriculum.

(d) Share information about the diversities in school system in Indian as well as an international and comparative perspective

This TEI is keen to familiarizing students with the diversities in school system. Institute took initiatives to familiarize students about Indian school system, different boards of higher education in India and to know about an International and comparative perspective.

For the very purpose, TEI carried out three student development programmes. Each SDP is carried out on online mode. The SDP is carried out in association with the next educational institute (MOU). Students as well as teachers were asked to attend the development programme.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

We at TEI, follow comprehensive internal evaluation. It covers assessment from all aspects to develop necessary competencies and skills.

The PLO's are tried to achieve through CLO's through a number of activities, assignments, formative, summative assessments. Achievements of PLO's and CLO's is visible in evidences of outcomes.

Formative evaluation is done through class tests, assignments, essay test, practice teaching lessons, group work assignments, community work, learning resources, internship and book review. Skills are achieved through teaching learning like communication skills, group discussion, leadership skills etc.

Summative evaluation is done through university examination.

Students are oriented about entire B.Ed. course at the inception and about each semester as and when they commence. All the academic activities are communicated to the students through circulars, notices and time table on notice board. Results of all the tests are analysed and necessary feedback is given in time by the respective professor.

Through essay test students are prepared for the conceptual understanding of various courses. Class test are conducted twice for the better preparation of university examination. Students are oriented about various assignments. They develop writing skills, and learn how to present.

For various assignments and courses, students are motivated to present seminars- activities individually and also in groups.

In TEI, students are encouraged to participate in co-curricular activities. This builds confidence and abilities in them. The overall personality is developed through the implementation of activities. The practicum is mainly focussed on practical skills like, how to teach, interpersonal communication, class room management etc. Students learn and refine their practical skills by organising activities in their practice teaching schools.

Pedagogy of school subjects is very important aspect for B. Ed. students they prepare learning resources based on their pedagogy. They also prepare teaching aids for their practice teaching lessons. This helps them to develop creativity and interest. Book reviews help this students to develop reading habits, language, writing skills, critical thinking. Through audit course- 'Drama and Art in Education' and 'Understanding the Self', students are involved in various activities, experts are invited and students get an insight into understanding themselves and improving further.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The awareness of their evaluation and procedure of exam related grievance redressal helps in smooth functioning of TEI.

Students are made aware of the committee and person in charge whom they can approach and share their

grievances and resolve their issues.

Orientation about internal assessment criteria of evaluation and time to time guidance and feedback is given for improvement. Class re- test for absentees and low scorer is conducted time to time.

For internal assessment related grievance students can approach directly to the concerned course incharge/ teacher. If grievance is resolved as suggested by the teacher then no further action is needed.

Principal is informed about grievance and redressal in writing. If grievance is of serious concern then Principal, Examination incharge, Committee members resolves the grievance within stipulated time.

If grievance is related to External assessment - Students are not satisfied with their marks in University examination, then they apply online for photocopy of their answer scripts within 7 days of declaration of result.

Still if they aren't satisfied then again in 3-7 days they can apply for revaluation of answers by paying prescribed fees to the University.

The college provides all kind of guidance and assistance for such exam related grievances. Students are made aware of the pros and cons of each solution option as no refund of fees, delay in getting re-evaluation results, marks may or may not be changed. Consider the potential benefits and risks, as well as the practicality of implementing each option. Format and pattern of University exam was informed students well in time during corona period and same format class test was conducted to acquaint them with the system of online examination. During corona time mock test was given prior to the university exam arranged & managed by cluster College.

No re- evaluation will be done of MCQ's of University examination was guided to the students well in advance as per the guidelines given by University. Students were guided how to use online platform for University exam through videos and zoom meeting for smooth conduct of exam. Sometimes names and subject corrections are there which are taken care once the written request comes from the student.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

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

Response:

Shri L.P. Raval College of Education and Research (LPRCER) prepares an academic calendar in accordance with the University of Mumbai schedule. The institution has an academic calendar that focuses on the awareness through various activities. Prior information is provided on all the activities through the institution's notice board, WhatsApp groups etc.

Academic – For smooth conduct of academic activities year plans are planned and prepared to catering to the objectives and learning outcomes of the course as well as to provide varied learning experiences to

the students. The semester schedule, college assessment activities and examinations, internship, curricular and co-curricular activities etc are all indicated in the academic calendar.

Examinations- Examinations are conducted as per the guidelines issued by the University of Mumbai. For each academic year, LPRCER ensures effective implementation of all activities related to the internal and external examinations and assessments. Students are well informed about the evaluation process. The college follows all guidelines given by University of Mumbai for the conduction of exams and other internal evaluation procedures. The students are made aware of the rules in the beginning of every semester, the academic calendar with EA/ IA (tentative) Exam dates usually display on the college notice board. For the implementation of Internal Assessment Process, the Principal of the college monitors the overall internal assessment process.

The process is as follows:

- ? Every teacher is assigned the subjects to be taught during the academic year.
- ? The teacher plans the teaching and evaluation schedule of the assigned subject.
- ? The type and schedule internal evaluation is planned in consultation with the Principal.

The Principal compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level. The decision regarding dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazetted holidays as well as other planned activities of the college such as the festivals, Annual Day ,Sports day, etc.

Result Analysis: Result Analysis is done by the concerned faculty members after every test. The performance of the students is monitored by the Principal and the necessary feedback is given to the concerned faculty members. The Principal also gives necessary feedback for the improvement of students' performance.

Progress Reports: The institution is kept on monitoring the performance of the students. Remedial Classes are conducted for the slow learners, absentees. This practice helps struggling learners to update their subject knowledge and helps them to catch up with their peers.

During the covid pandemic lockdown, all the college assessments were shifted to online mode after the training of all faculty and the students, the students were given Google form test comprising of multiple choice questions. The practice test and question bank were provided to the students to help them to get familiarize with the online system

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (CLOs) are aligned with the vision and mission of Shri L.P. Raval College of Education and Research(LPRCER). Shri L.P. Raval College of Education and Research focuses on development of its students not only by imparting quality education in teacher training but also instilling a sense of self worth and discipline.

For defining the PLOs and CLOs, the college follows the consultative process involving the stakeholders. Adequate care is being taken by the University of Mumbai in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed. Program. Shri L.P. Raval College of Education and Research works on those targeted aims and objectives rigorously to achieve the expected outcome.

Shri L.P. Raval College of Education and Research framework for the Program Learning Outcome (PLOs) and Course Learning Outcome(CLOs)

? The Program Learning Outcome (PLOs), Course Learning Outcome (CLOs) of all courses/programs are made available on the website.

? Program Learning Outcomes and Course Course Learning Outcomes are discussed with the students at the time of orientation.

The activities of the college are aligned in achieving the PLOs and CLOs through the participation of students. The academic calendar gives a glimpse of the activities. The calendar is prepared in consultation with teachers and month wise planning is done taking into account the holidays, examination, internship schedule, community and work. All announcements with regard to the curriculum transaction is informed to the students through notices and WhatsApp.

Achieving PLOs and CLOs:

Effective teaching learning: Latest trends in education, new teaching methods, outcome based assessment are conducted regularly to enhance the teaching learning experience. Internship is strengthened through demonstration lessons, feedback, guidance thus addressing the lacunae and bringing in perfection.

Strengthen research initiatives: Research is an integral part in the teaching- learning process. Identifying the challenges and arriving at solution is in the need of the hour. Action research guidance is done regularly.

Grooming for placements: In house placement sessions are conducted thus making them ready for jobs. Teaching learning practices are guided and enhanced during their internship, further they need to be groomed to face the interview.

Technology integration in classroom: With the changing times and demands in the teaching learning process, it is important to keep abreast with the latest technology. Online assessment, online lesson planning, online lesson presentation, using applications/ websites for teaching learning enable the students to be prepared for a techno savvy era.

Community and Extension work: Extending the support to the welfare of the community enables students to be humane and understand the local and global challenges. Community work of 60 hours and extension activities such as street play, awareness and sensitization programmes on gender,

domestic violence, environment, etc. helps students to be responsible citizens.

Building humane values: Wellness, Yoga help students to align the teaching learning to the desirable learning outcomes. Cohesive and co-operative group activities build social harmony, unity, strong interpersonal skills and develops one's personality.

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

2.7.2

Average pass percentage of students during the last five years

Response: 95.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	73	93	82	57

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.7.3

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

Response:

The college offers B.Ed programme with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other.

The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning.

Measurement tools such as seminars, tests, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles.

As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests and assignments.

Different ways in which the students are made aware of learning outcomes are as follows:

- a) The results of each academic year are analyzed thoroughly by the Principal who in turn discuss them with the teachers.
- b) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.
- c) Such meritorious students are felicitated for their performance during Annual day.
- d) The intended Learning outcomes of other co-curricular and extra curricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all round personality.
- e) Winners of cultural and Sports events are awarded prizes.

Information about student learning is assessed through both direct and indirect measures. Direct measures may include assignments, exams, essays, action research projects and other performances. Examples of indirect measures include course evaluations, course enrolment information and school placement rates.

Approaches for measuring students' learning:

Formative assessment - Any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face during college hours or in written comments on assignments.

Summative assessments - Tests, assignments and other course activities that are used to measure student performance. They often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grade.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 47.46

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

Response: 28

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

Evidence of outcomes is witnessed through the achievement of PLOs and CLOs.

Skills achieved are teaching-learning skills, communications skills, classroom management skills, individual participation, ICT skills and soft skills.

Formative evaluation is done through class test, assignments, essay, practice teaching lessons, assignments, community work, learning resources, internship, book review.

Summative evaluation is done through University exams.

Entry level: The institution organizes orientation program for students at the commencement of the batch and semester wise orientation is also done. Teachers orient the different tasks thus an overall structure of the B.E.d. program is provided.

Mid-term evaluation: After the commencement of semester the students are continuously monitored and evaluated through essays, class test, assignments. Performance on these are measured and students under 50% marks are given assistance through mentoring, guidance , extended library hours, peer tutoring, additional resources, books, e-content. Students securing more than 70% marks are given additional support through skill development courses, guidance to competitive exams. Counselling and guidance is prominent during midterm evaluation. It helps students enhance the competencies and address the problems at the right time to emerge with meaningful results towards holistic development.

During internship, supervisors provide feedback that helps students in realising their shortcoming and harness the strengths in lesson presentation. Feedback from peers is also encouraged.

Exit level: After the completion of the course the teachers assess the overall performance of students through the analysis of the semester wise academic and other achievements. This gives a clear indication of the progress made by each student from the entry level to the exit level. The achievements witnessed in the students in CCA, Examination, Internship and other project based courses reveals the overall development of the students through the various teaching -learning and other opportunities of growth and self-development.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.48

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	0	0	0	0

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

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

Response: E. None of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.2.2

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

Response: 0.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 2.2**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	1	3	2

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 98.66**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
158	135	171	186	157

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

3.3.3

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	135	174	189	160

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

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

Response:

Outreach activities are also known as Community Outreach programmes. It has to develop deeper relationships between students and the community.

TEI carried out following community programmes in 2017-18 such as Visit to Special School at Shree Trust's Swami Parijanashram

Educational and Vocational Centre for Handicapped at Virar. It helps the students to understand problems of under privileged students in society. Every normal individual must express gratitude to God for their normal physique. Normal persons should extend their helping hands to such specially challenged students.

TEI organized Journey into Serenity- Practicing Mindfulness for students and teachers. Such serenity practicing is an invocation by the petitioner for wisdom to understand the difference between circumstances that can and cannot be changed, asking courage to act

in case of the former and serenity to accept in case of the latter. Serenity practices in students helps them to tender and compassionate

God that God is our steadfast companion in the joyous times of our lives. When we rejoice everyone celebrates with everyone in society.

It has to develop deeper relationships between TEI, students, parents and the society including governance.

The TEI organized community outreach activity to celebrate World environment Day. It is the biggest international Day for the environment. Led by the United Nations Environment Programme (UNEP) the college organized various activities to create awareness about the importance of environment in life to survive. It has grown to be the largest platform for environment outreach. It made the students and the society aware of the 'Only One Earth' reality. The slogan for this Environment Day was 'Only One Earth'. The TEI tried to focus on living sustainably in harmony with nature. TEI celebrated

Environment Day so as to bring the students together, engaging them in the effort to protect and restore the earth. This activity puts a global, national and local spotlight on due pressing environmental challenges of our Times. To protect our only planet is our moral duty-is the main intention of such programs.

TEI organized outreach programmes such as Service to Humanity at Handmaids of The Blessed Trinity, Vasai Road, district- Palghar. The

service to humanity results in oneness. It brings hope and life to the downtrodden and the disheartened. Such kind of community outreach

programmes teaches students about showing passion and empathy to each other in society in times of need, to keep love in high esteem and

kindness in all walks of life. Humanity is not just a word for symbolizing the human compassion and civilization but it goes

beyond the horizons of human nature and his creations. It is all about using hearts along with the minds in all endeavors of human kind.

This is the valuable sense, gratitude, learning perceived by students during this particular outreach community activity.

TEI carried out about 40 such community-based activities showing its concern for community, society through the students.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5

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

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages**3.4.1**

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

Response: 1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2

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

Response: 12

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

Response: 12

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

In TEI's, Physical facilities plays a vital role in creating an optimal learning environment for future educators. Our college has good infrastructure and well-built mechanisms for teaching learning process. By providing a conducive learning environment, the TEI enables future educators to develop the necessary skills and knowledge to excel in their teaching careers.

Administrative Office-1, Principal office-1, Classrooms-4, Pedagogy Rooms-4, Multipurpose Halls-2, Library cum reading room-1, Laboratories, ICT Resource Centre -1, Computer lab-1, Health & Physical resource center-1, Visitors room-1, Girls common room -1, Boys common room-1, Store room -2, Female Toilet-2, Male toilet-2, Water purifier cooler-1, Multipurpose playfield -1, Canteen -1.

The details of available infrastructure as follows:

? Classrooms: We have spacious classrooms equipped with the latest audiovisual equipment and comfortable seating arrangements. Each classroom is well-lit with proper ventilation, light and fans. The presence of smart boards, projectors, and high-speed internet connections facilitate engaging and dynamic teaching practices.

? The institution has 4 spacious, well-ventilated classrooms available with all facilities. All rooms have adequate seating capacity and are well equipped to meet the needs.

? There are 4 classrooms with LCD/Smart board / projector facility. Classrooms having Wi-Fi facilities help in effective teaching-learning process.

? Two multipurpose halls with Projectors providespaces for hosting conferences, guest lectures, seminars, and educational events to foster collaboration and facilitate discussions among teachers, students, and experts.

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

? Library: The College has a well-stocked library that serves need of our students. The library houses a good collection of books,resources related to teaching methodologies, subject matter, and educational psychology. EBooks, and educational resources to support teachers and research community. Our library is spacious with reading facilities in it. As it provides a quiet and peaceful atmosphere for individual or group study sessions.

? CCTVs: Floor wise CCTV cameras are installed.

? Sports Equipment: The annual sports day is conducted in nearby municipal ground. The college has sports equipment's like Throw ball, Basketball, Football, Rackets(Badminton),Cricket kits, Dumbbells, Weights, carombaords, Chess boards, etc. The multipurpose ground available in college gives opportunity to students to play indoor and outdoor games.

These facilities, combined with passionate faculty and a nurturing educational atmosphere, contribute to shaping wellrounded and competent teachers ready to make a positive impact on the lives of their students.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 50

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

Response: 3

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

Response: 6

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 25.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.1	3.12	4.34	0.88	0.96

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is a knowledge resource for the college. Libraries play an essential role in studentteacher communication. Library provides access to information and resources, supporting literacy and education, promoting lifelong and scoring as community gathering space for learners, intellectuals.

Library automation is done with e-Granthalaya software system. Library uses an integrated Library Management System (ILMS) with e-granthalaya software. Library has tremendous eresources. It has an open Education resources Database as Swayam, Swayamprabha, NDLL.

Library is a member of NDLI-National Digital Library of India. Open access Journals are over 100s. E-Journals are available with free access. There is no need to expense the subscription.

Library has free subscriptions of English newspapers and Marathi newspapers with Hindi newspapers. On one hand NAAC promotes ICT and second hand to ask for hard copies and subscriptions. College library promotes the NAAC guidelines of ICT & advanced internet facilities. Library promotes the open access of journals, newspapers, databases, reference books and all types of study material.

Library has free e-books links. The magazine subscription is for 5. It has open access to ebooks for all Core, Inter-disciplinary, Elective and Audit courses.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.2**Institution has remote access to library resources which students and teachers use frequently****Response:**

TEI library has e-resources, such as 1) E - journals 2) e- ShodhSindhu 3) Shodh Ganga 4) e- Books 5) Databases

There is free access to the academic, research information. Numerous e- portals are there which provide free access to numerous resources.

1. E- JOURNALS

E-journals, also known as electronic journals, are digital versions of traditional print journals that are published online. They provide academic or scholarly articles, research papers, and other scholarly content in various disciplines. These e-journals are accessible through multiple portals or platforms, such as university libraries, research databases, and publisher websites.

2. E- SHODH SINDHU

The E-ShodhSindhu project is an initiative undertaken by the Ministry of Human Resource Development, Government of India, with the aim of providing researchers and students with access to a wide range of scholarly articles, journals, and other research materials.

E-ShodhSindhu aims to bridge the gap between researchers and knowledge sources by providing access to online journals, databases, and other digital content. It enables users to search for and access scholarly articles and research papers easily, without any geographical restrictions.

Through E-ShodhSindhu, students and researchers can access a vast pool of resources, including full-text articles, digital books, and research papers. This helps them in their academic pursuits, facilitates research, and enhances the quality of their work. The project also promotes collaboration among researchers by providing a common platform where they can share and access information.

3. SHODHGANGA

Shodhganga is a web-based repository that serves as a platform for researchers in India to deposit their Ph.D. theses and make them accessible to the public. It was initiated by the University Grants Commission of India with the objective of creating a comprehensive database of scholarly work in various disciplines. Shodhganga not only enables researchers to preserve and showcase their research findings but also promotes open access to scholarly literature.

4. E- BOOKS

E-books, short for electronic books, are digital versions of printed books that can be read on electronic devices such as smartphones, tablets, e-readers, or personal computers. They offer the convenience of accessing a vast library of books in a portable and compact format. E-books often come with features like adjustable font sizes, bookmarks, highlighting, and search functions that enhance the reading experience. The college has subscribed to E- journals like CORE, Science Open, Directory of Open Access Journals for Library, Social Sciences Research Network, Public Library of Science, Open DOAR, CIA World Fact Book, Paperity, Eco Biz and Ethos.

5. DATABASES

Databases are structured collections of organized data that can be stored, managed, and accessed electronically. They are designed to efficiently handle large amounts of information, allowing users to store and retrieve data easily. Databases provide a way to store different types of data, such as text, numbers, images, and videos, and connect related information in a structured manner.

E- ShodhSindhu, Shodhganga, E- Books, Databases have numerous portals and numerous e- resources are available with no subscription, no expenses and varied information and easily available at 24×7

services.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document

4.2.3

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

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

Response: A. Any 4 or more of the above

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

4.2.4

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

Response: 0.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.042	0.0077	0.249	0.360	0.407

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5

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

Response: 8.83

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

Response: 300

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

Response: 297

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

Response: 289

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

Response: 301

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

Response: 331

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

4.2.6

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Institution frequently updates its IT Facilities & provides sufficient bandwidth for internet connection. IT facilities including Wi-Fi with data and nature of updation, available internet bandwidth with college are

- ? IT facilities in TEI
- ? Wi-Fi Facilities in TEI
- ? Wi-Fi Nature of Updation

? Wi-Fi available internet bandwidth

? IT Facilities Updation by HEI

IT FACILITES IN TEI – It has over 25-40 ICT Facilities which are regularly updates to keep the pace with information world TEI has ICT/IT facilities such as Routers, Data Packets their intended IP Address as the nature, Equipment- Telephones, close computer network, and internet services. TEI has advanced computing facilities such as Application server, data base server ICI / IT Technology requires basic need of electrical supply.

TEI has Provision of electrical supply. AdaniElectricity is prime electricity supplier. TEI has vigilance by CCTVs provided by R K Technologies PVT Ltd.TEI has ICT enabled class room & laboratories as IT Facilities. Servers are available as data backup system. Institute has Wi-Fi for free access of internet institute has wired access of internet provided by Hath-way internet services.

IT FACILITIES UPDATION BY TEI – Admission, academics, administration and Examination are student support activities are TEI regular activities. All these activities are performed by IT Facilities. College governance is also done by assign ICT Facilities. It underlines the updation of IT facilities in college.

Computer laptops are updated with hardware – RAM processors, digital, mouse,keyboard ,High configuration of PCs. Anti-virus system is updated on regular basis. Formatting of PCs done on regular basis daily weekly monthly for checking. Every electric and electronic devices of ICT Facilities are checked by IT technicians. Cleaning dusting proper cooling (ACs) are also looked intowhile updating ICT Facilities ,CCTV& IT follow-ups.

Institute has Wi-Fi for free access of internet institute has wired access of internet provided by Hath-way internet services.

Wi-Fi Available internet band width – TEI has internet service as – Hath way Updation of Wi-Fi nature–Upgrading of Wi-Fi on a regular basis helps to increase speed of internet. Quicker response of Wi-Fi updation helps in less drops or disconnection. It increase the life of Wi-Fi network.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 4

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

4.3.3**Internet bandwidth available in the institution****Response:** 40**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 40

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 51.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
4.1	1.5	5.6	6.57	4.76

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.4.2

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

Response:

Policy details of Systems in general

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities such as laboratory, computer, classroom etc. in the institute. The maintenance of physical, academic and support facilities are carried out by the respective departments periodically.

Policy details of maintenance in general

The college has an established system for maintenance and utilization of physical, academic and support facilities. In every academic year, adequate budget is sanctioned by the management of the college to ensure the maintenance and up-gradation of various facilities in the classrooms, laboratories, library etc. The college takes in account of the need for repair and replacement of furniture and other equipment available in the campus.

Policy and maintenance procedure in college for utilizing Physical facilities

For the smooth functioning of the system, management and faculty members regularly monitors and evaluate the requirement of maintaining physical, academic and support facilities. The college also accepts suggestions and demands from students, alumni, faculty members regarding the maintenance of infrastructure and other facilities. TEI has 'Annual Maintenance contract' (AMC) for various facilities such as Water filters, House –keeping facilities, Waste management, CCTV and Air conditioning units.

Policy and maintenance procedure in college for utilizing Academic facilities

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

Classroom management

The classrooms are well equipped with all modern technology like the projector and sound systems. CCTVs are installed in each classroom to make sure of the safety and the security of all students, teachers and equipment. Annual Maintenance of all the modern teaching technology system about repairs and replacements are the basic attributes of classroom management.

Library

For overall smooth functioning of the library, well defined standard procedures of the working of library are communicated that serves its patrons for information requirements. Students are required to handle the books/ Journal very carefully; writing or highlighting, tearing the pages or mutilating the same in any other way will be viewed very seriously.

Computers & Software

Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure.

Policy and maintenance procedure in college for utilizing Support facilities

Sports

TEI looks after maintaining the sports ground and sports equipment and organizes various indoor and outdoor sports competitions for students at intra and inter collegiate level. Safety equipments and sports gears are properly maintained.

Washroom Facilities

The college campus is maintained by the TEI which looks after general cleanliness, support facilities like safe drinking water, waste management, washrooms, and plumbing and water tank etc. is maintained on daily basis.

Cultural Facilities

TEI conducts various cultural activities such as Traditional Day Celebration, Independence Day Celebration, Republic Day Celebration and many more for the students along with alumni association.

Canteen Facilities

TEI has all around canteen facilities in campus for staff and students that provide healthy and nutritious food to all in reasonable price. TEI ensures that canteen maintain strict standard for hygiene and cleanliness.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

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

9.Canteen
10.Toilets for girls

Response: C. Any 6 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: D. Any 1 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 1.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	0	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 12.07**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 7

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

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 2.21**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	3	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

TEI is very much aware about the significant role of student council in college development. This TEI provide importance to the active, functional, innovative involvement of student council.

Shri L.P. Raval College of Education and Research, Mira Road(E) student council is formed as a student representative body that acts as a liaison between the staff and students. They are instrumental in ensuring smooth implementation of co-curricular activities by mobilizing students to participate, plan and execute the various range of activities conducted by the college; both curricular and co-curricular. Under the guidance of the Principal and the faculty in-charge is responsible for conducting a variety of events. Its main objectives are to maintain discipline, provide mechanisms to address grievances, conduct various programs, develop team-spirit, leadership skills and cooperative learning amongst student teachers. The various activities conducted by the Students' Council include conducting regular meetings, giving instructions in the classes, conducting academic, sports and cultural activities smoothly and to address the grievances of students to tutorial group teachers and Principal.

The student council works closely with both the staff as well as the students. They are an important link in the communication and transmission information between the institution and the students. The purpose of the Student Council (SC) is to serve as the effective communication medium between the administration and students. Even though there is a fair chance to every student to communicate at any time with the administrative officials, Student Council acts as the interactive body facilitating primary level of communication.

Sports Committee: The Sports committee is responsible for organizing the annual sports day event in TEI.

Apart from this, the sports committee also organizes small indoor/ online events for the purpose of promoting sports and sportsman spirit among the students of LPRCER.

Cultural Committee: The cultural committee oversees the coordination of students to ensure maximum participation of student-teachers to put up good quality cultural programmes to be showcased at various inter and intra collegiate platforms.

Academic Planning Committee: The academic planning committee coordinates with the faculty in keeping all academic matters updated for the benefit of the students such as good subject notes and learning material.

Discipline Committee: The discipline committee is responsible for the discipline among student-teachers.

Community Social activity Committee: The community social activity committee oversees the coordination and participation of student-teachers in various community and social activities to encourage social discipline and social responsibility among the students of LPRCER.

Library Committee: The Library Committee is responsible for the various library facilities provided to the student- teachers.

Student Welfare Committee: The Committee focuses on all round development of the students by addressing their needs, providing counselling to slow learners, and fostering positive psycho-personal motivation and guidance to them.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 2.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	0	1	2

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

TEI is very much aware about the significant role of Alumni in college development. This TEI provide importance to the active, functional, innovative involvement of alumni.

The alumni association has more than 200-300 active student who contribute best of their level in college teacher-students activities.

In this TEI, Alumni Association is not registered with Charitable Commissioner. It is because Alumni members are too busy in their own career building. They have affection, attachment with the college from bottom of heart.

The Alumni Association has significant and positive role in development of institution. Alumni association is concerned about present students. They organised three workshops of 3-5 days each for present students. The first workshop was about- Awareness about Students Redrassal. They organised online lectures along with YouTube videos for information. In this workshop, Alumni made awareness to present students about college redrassal committee, its function, and its report with students under the heading-‘Awareness about Student Redrassal’. The second day was about grievance settlement procedure. GSP is a guideline to action setting forth a list of chronological steps to be followed in handling grievances. The third lecture in this workshop was about grievances case studies. It involved the ill effects on students if not addressed. Examples – cases of these type of grievances include: Discipline, Demotion, insult, disputes, denial of benefits, right, etc. Thus, such workshop helps in development of students in turn development of Institution.

The alumni association held the workshop on Freedom from Ragging week- 15th Aug to 21st Aug. The Alumni are very concerned about ragging and its bad effects.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

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

Response: 2**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

Alumni Association is not registered with charitable commissioner. However, it makes no difference in association. There strong bond, thick association between the alumni and institute.

Alumini Association is not formal, it is informal but with true shades of association. Alumini Exstudents 100s of those informally joined having placental relation with mother. Raval B.Ed. College.

Informal alumni committee has ten office bearers, such as president, vice president, secretary, deputy secretary and members many more.

Mechanism through which alumni association acts as an effective support system to institution in motivating students as well as recognising, nurturing and furthering any special talent in students, can be briefed as following:

A) Welcome party to freshers by students' council and alumni association

B) Validatory function for outgoing second year students by student council and alumni association

C) Alumni association along with student council carry out commemorative day's celebration

Alumni students organizes welcome function for new comers, freshers, new entrance, it is to build confidence in new comers. Welcome function is significant since it marks the beginning of an event of academics – education. It also caters a brief knowledge about the following sequences of events to the audience. Welcome to the fresher is the whittle part in the life of new students in TEI. It sets the right tone for an event. It gives a particular way to carry out associational confidence for longer duration. Alumni students are continuously associated with students, student counsel and present

students. Valedictory function means an address or oration delivered at the beginning of college on behalf of graduating class.

Alumni much are much more focussed on the commemorative day celebration. Commemorative day means there are certain days in each year, these days have particular plan, particular felicitation. Alumini students carried out celebrations such as – Teachers day, Birth anniversary Dr. Sarvapalli radhakrishnan it creates respect to the noble job chosen by all students. There is teacher’s world day also celebrated by students and resource organizer. Similarly in all about ten programs orientation is organised by alumni association. Children’s day celebration, human rights day celebration, National youth day celebration, national science day function, International women’s day celebration, social justice day celebration as Birth anniversary of Dr. Babasaheb Ambedkar and celebration of Rabindranath Tagore’s birth anniversary as commemorative days for the effective support system to institution in the form of thought, in the form of human values, in the form of institutional values are the contribution of alumni association.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VISION OF SHRI L.P. RAVAL COLLEGE OF EDUCATION AND RESEARCH

To revolutionise the field of education by making it more holistic through interdisciplinary innovations and multidisciplinary values.

MISSION OF SHRI L.P. RAVAL COLLEGE OF EDUCATION AND RESEARCH

To create professional nurturers who will cater to the awakening and enlightenment of the Cognitive, Affective and Psychomotor domains of the future world citizens who will in turn strive to make the world a heaven and haven for all.

The Vision and Mission of this institution is articulating to ensure holistic development of the students. The institution nurtures students to pursue advanced modern academic avenues. IQAC college committees tries to build students' passions as per vision & mission to achieve success in life. Shri L.P. Raval College of Education and Research and its management motivates the students to learn and develop skills of learners.

Vision - Mission statement implantation - Governance of Institution displayed the Vision and Mission statement in Academic areas, in administration areas, library and every possible noticeable corner. It is an effort by Governance for implantation of Vision-Mission statements.

Perspective Plan - Institution has perspective plan for short term goals and long-term goals. It is set according to the need of time with the direction of Vision and Mission. To get Assessment - Accreditation in immediate time is a short-term perspective plan. It is as per vision and mission of the HEI. To cater to provide quality education with diversified teachers continuously for years is long term planning.

Participation of the teachers - Teacher is the educator. Governance, Management and administrative authorities consider that a teacher is a person who helps students to acquire knowledge, competence, values via the teaching-learning process. Over 14 committees of teachers indicate participative acts of teachers in academics, curriculum activities, cocurriculum activities along with Extension activities. Admission committee of teachers takes care of smooth entry of students in college for every academic year/s. Academic planning committee of teachers plans the annual perspective as per the vision and mission. Examination committee of teachers executes the evaluation work. Sports committee of teachers plans the sports activities. The cultural committee of teachers guides the students for social work and social attachment. Anti-ragging committee of teachers makes the mission of zero tolerance of ragging.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

6.1.2 The Institution practices decentralisation and participative management

THE GOVERNANCE OF TEI

1. Trust- Raval Education Trust is governance body of Shri L. P. Raval College of Education and Research, Mira Road East.
2. Establishment of trust- Raval Education Trust was established in the year
3. Location Shri L. P. Raval College of Education and Research, Raval Nagar, Near New Post Office, Mira Road East, 401107 District- Thane State- Maharashtra
4. Socio- cultural organisation- The Raval Education Trust is a socio-cultural organisation.
5. Vision- To revolutionise the field of education by making it more holistic through interdisciplinary innovations and multidisciplinary values.
6. Mission- To create professional nurturers who will cater to the awakening and enlightenment of the Cognitive, Affective and Psychomotor domains of the future world citizens who will in turn strive to make the world a heaven and haven for all.
7. Development- Raval Education Trust established the 4 institutes:
 1. Raval International School
 2. Shri L.P. Raval Junior College of Science and Commerce
 3. Shri L.P. Raval College of Mass Media and Management Studies
 4. Shri L.P. Raval College of Education and Research

[2]. DECENTRALISATION PRACTICES BY GOVERNANCE

Governance has three Tier decentralization as

- a. Upper Tier- Management- Trust- Governance
 - b. Principal- Head of Institution and teachers as well as students
 - c. TEI Administration committees
- A. Upper Tier- Management- Trust: It is Apex body in governance.

The decentralization of management is as the President, Vice president, Secretary, Treasurer and many more members. The decision and entire governance are run by the decision directives leading to conclusion arrived on democratic basis. There is no unidirectional discussion. The governance always has monthly meetings for frequent urgent discussions and perspective planning. For longer period decisions the general body meeting is called by Secretary.

B. Middle Tier of decentralization: Principal, the head of institution is key person for the academic administration. Decentralization is under guidance of the Principal. The decentralization takes place as Principal- senior teachers- Head of Department teachers- supporting staff as such. The middle Tier of decentralisation decision power percolates up to supporting staff. It means even the supportive staff can come to any conclusion for betterment of institution.

C. The Third Tier of decentralization of decision is the Administration staff- supporting staff- housekeeping staff- security guards. The decentralization in governance is in form of students, teaching-learning and for better quality skilful students' development.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

6.1.3-The institution maintains transparency in its financial, academic, administrative and other functions
The efforts of the institution towards maintenance of

- A) Transparency in Financial Function
- B) Transparency in Academic functions
- C) Transparency in Administration Functions
- D) Transparency in other functions

A) Transparency in Financial Function:

- a) Online / offline fees through bank only
- b) No cash transactions
- c) Proper receipt payments
- d) Yearly internal audit
- e) Yearly external audit by chartered Accountant
- f) No any adverse comment on audit report
- g) Expenses under the head of salary, other than salary, expenses for augmentation, expenses for physical structure maintenance and expenses for academics.

B) Transparency in Academic functions:-

- a) Proper academic delivery as per University of Mumbai syllabus.
- b) Academic calendar displayed to students for academic delivery in that academic year.
- c) Professional skill development programmes conducted.
- d) Training practice in school is for due durations.
- f) Each teacher prepares micro teaching planning daily, weekly and monthly.
- g) Academics run with definite time table
- h) Transparency in student development programmes, faculty development programmes etc.
- i) Curriculum completion in time with proper feedback.
- j) Regular parent - teacher communication
- k) Regular class test, Internal University examination to test the knowledge to get to know academic perceptions.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

6.2.1 The institutional Strategic plan is effectively deployed

The Institutional Strategic Plan

Strategic plan:- It is a road map for pro-growth and pro -active development of TEI. It provides the ways and means of realizing the vision and mission at an organization. It provides the plan development, Plan execution for the development of TEI. Strategies plan is important because it provide ways to achieve the goals both long and short term. It also provide ways to perform best in the metrics associated to performance.

TEI Strategies Plan: This TEI has strategic plan for growth to achieve in short term and strategic plan for goals to achieve in long term.

A) Short term strategic plan of TEI :-

- a) Proper curriculum delivery
- b) Teaching learning enhancement
- c) Innovative creative involvement
- d) Better community services

- e) Skill development in students
- B) Long term strategic plan of TEI:-
- a) Quantitative growth
 - b) Qualitative growth Consistent
 - c) Post graduation for students
 - d) Research cell establishment
 - e) Continuous efforts to put for assessment and accreditation by NAAC.
- A) Short term strategic plan
- a) Proper curriculum delivery:- TEI has about 15 major steps strategy for this grand. These strategies are such as - academic plan, proper time table, efforts for slow learners, special efforts for advance learners, regular class test, seminars, presentation,etc.
 - b) Teaching learning enhancement :- Short term strategy involves maximum participative teaching - learning.
 - c) Innovative - creative involvement :- Research oriented thought process to develop is one at the short term strategy. Teachers and student involved in research review process for upgrade as teacher.
 - d) Better community services:- Social attachment is major concern at this TEI. Students pursuing course in Education are future teachers. The TEI always devote the maximum time for social community activities.
- e) Skill development in students:- Soft skills to be inculcate in students while learning is strategic plan of the TEI. Personality development workshops, seminar, activities are oriented for same.
- B) Long Term Strategic Plan of TEI
- a) Quantitative growth:- TEI is planning to increase the intake. TEI plans to cater the educational services to maintain part at deprived society.
 - b) Qualitative growth :- TEI strategic plan has priority for qualitative growth in academics administration and skills for students. To undergo assessment and accreditation by name is one of the means for the strategic plan.
 - c) Post graduation for students: - TEI is planning to start the post -graduation courses for students. M.Ed., MA in education and research center are some at the future aspects of strategic plan
 - d) Research cell establishment :- Along with post-graduation, the research innovation cell is to start is one of the strategic plan of TEI.
 - e) AA by NAAC:- The NAAC means 'quality' assessment peer body in education. TEI is having plan to put continuous quality improvement in education by AQAR and continuous cycle of NAAC.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

6.2.2

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

Response:

Functioning of the TEI bodies effective and efficient as visible through the following aspects

1) Through policies of Management :- Raval Education Trust is established in 1997. It is socio - cultural organisation of Mumbai. It is in quality education for society for many decades.

Raval Education Trust runs Shri L P. Raval College of Education and Research at Mira Road (Thane). It provides professional course in education to serve to the students belonging to middle and lower strata of society.

Through policies of Raval Education Trust, it has realised the need and importance of higher education. As per education policies of Raval Education Trust, Mumbai. It has established various schools and colleges such as a) High School ,b) Junior College ,c) Degree College and d) B.Ed College.

Effective and efficient functioning of these Institutional bodies is visible through policies of Raval Education Trust.

2) Through administrative Set up : TEI has its state of art Infrastructure facilities that provides quality education through great administrative set up as -

a) Chairman b) Vice chairman and c) Secretary - Treasurer

a) Principal of B Ed college b) Faculties and c) Supporting staff

a) Administrator b) Senior clerk c) Junior clerk d) Housekeeping staff and e) Security staff

This is the best administrative set up. This effort and structure of administrative set up shows Institutional bodies are effectively and efficiently functioning through administrative set up.

3) Through appointment and service Rules : The Management Governance of Raval Education Trust has Higher Education Committee. This trust has been very efficient in view through appointment and services. The Raval Education Trust has its own rules and manual for the appointment and service rules. These rules are in framework of Central Government rules and state government rules. The manual shows the qualification, procedure appointment and amount of salary. The Service Rules of trust for the principal and teaching faculty is as per University of Mumbai as affiliated university.

4) Functioning of institutional bodies through implementation of institutional strategy The Raval Education trust is functioning for the society through educational aspect. From Kinder-garden School to High School and from Junior College to Degree college or to professional B.Ed. college are the functional areas of trust. The B.Ed. college develop skilled professionals in the field of education - noble field in society. The Raval Education Trust has immense and invaluable experience and contribution in Education.

5) Functioning through perspective plan, development plan - Raval Education Trust has short term and long term perspective plan and development plan.

A) Short term Strategic Plan of TEI includes -

Proper Curriculum delivery

Teaching learning enhancement

Innovative creative involvement

Better community services

Skill development in students

B) Long term perspective plan of TEI includes -

Qualitative growth

Quantitative growth

Post graduation for students

Research cell establishment

Continuous efforts to put for assessment and accreditation by NAAC.

It shows the functioning of the Institutional bodies is effective, efficient. It is visible from its policies, administration, appointment and services rules, procedures, prospectus plan, etc.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

For effective functioning of the TEI, various committees are constituted. The TEI has 14 various Committees. These Committees are governed in a very transparent manner as per the policy of institution and perform their functions efficiently and effectively.

Anti-ragging Committee and Anti-Sexual Harassment Committee: The institution has an anti-ragging and anti-sexual harassment committee to cater to the safety and welfare of the students. In academic year 2021-22, there were no cases of ragging and sexual harassment but committees put efforts for creating awareness about anti – ragging and anti - sexual harassment among the students.

Student Redressal Committee: The TEI has a student grievance redressal committee to address the individual as well as collective grievances of the students. For academic year 2021-22, there were certain cases of students' grievances which were discussed on time by committee and the matter was resolved at the satisfactory level of students.

Student Support Committee (Scholarship, free-ship etc.): For academic year 2021-22, Committee took initiatives for student support about Scholarship and free –ship to students.

Community Services Committee: Committee planned various community services in the college as well as in the society.

Sports Committee and Cultural Committee: The institution has Sports Committee and Cultural Committee that plan and organise various intra /inter college sports and cultural activities. In year 2021-22, committees planned and conducted various activities for the all-round development of the students.

IQAC: Since its inception, LPRCER has been a quality conscious Institution in all its actions and dealings and it has been the uppermost concern and thrust, and its motto. The IQAC of LPRCER in keeping with its objectives strives towards quality enhancement of all aspects of the institution and prepares, plans, and promotes measures for improved functioning of the institution.

Examination Committee: The Examination committee is responsible for conducting Internal and External examination regularly as scheduled by University of Mumbai.

Academic Committee: The Academic committee is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies.

Alumni Committee: Alumni committee is constituted for the planning, preparation and execution of academic and extra-curricular purposes. Various activities for the current students were planned and executed by Alumni in year 2021-22.

Administration and Discipline Committee: Committee ensures the smooth functioning of the TEI in alignment with University rules, vision, mission, objectives and values of the college. Student disciplines and mentoring in studies as well as in problems were carried out in year 2021-22.

Research and Innovation Committee: The role of the Committee is to advise and assist the College in the leadership and management of research in the College as well as the fulfilment of the research aspects of the College Strategic Plan. In 2021-22, committee took the initiative of publishing the research papers in leading journals approved by UGC.

PTA Committee: PTA committee is a committee of parents and teachers who work together for the welfare of the students, parents and teachers. Committee carried out meetings to develop rapport with one of the stake holder to make them aware about college activities and defaulter students to resolve problem.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Existing welfare measures for teaching and non-teaching staff –

1. Employment
2. Salary
3. Secure workplace
4. Limited work hours
5. Work culture
6. Platform to excel
7. Library as knowledge resource
8. Identify in society as teacher
9. Soft skill development
10. Creative progression
11. Career development

Employment- It is significant welfare measure by the education trust, management. The trust provided the employment to many teaching staff as well as non-teaching staff.

Salary- To meet needs of income and expenditure in non-granted institutes, self finance institute is very difficult. The management can not provide all welfare measures like ‘amount’ of salary to the employees. Even though, governance body pays the respectful salaries to all employees.

Secure workplace- The college, TEI is providing secure, tension free, pollution free workplace to employees. To work under tremendous work pressure in industries is very stressful. In TEI's, work pressure is comparatively less, no shift duties, no fix timings of work to get complete.

Limited work hours- Every Sunday- holiday; National, state celebrations are holidays, festival breaks, festival-traditions celebrations with students are in the limited work hours- 5 to 7 work hours work. It is welfare measure for health of employee.

Work culture- Management provides employment to staff in such work culture where only ‘Youth’ energy is preferred. It helps to develop personality, skill development being educational work culture.

Platform to excel- Teaching is a noble job, teaching is a white collar job. It provides platform to excel for the employees while teaching. Teaching means himself/herself is learning first. This learning everyday for every academics, every class, various subjects to excel himself or herself.

Library- as knowledge resource- Management provides free entry, free access to e- library, e-content, e-books, e-databases, e-thesis with free access. Employees can utilise the library section as knowledge resource. It improves their abilities as teacher/s.

Identify in society as teacher- Teacher's identify is an evolving process of negotiation and interpretation within the context in the classroom and their social positions. Understanding teacher's professional identities is important because they are sources of meaning for them. It is rational and emotional aspect which is not quantitative.

The TEI, educational trust provides the identity in society as teacher.

Soft skill development- Teacher everyday improves himself/herself. The soft skill development such as vocabulary, presentation, knowledge, teaching skill, etc develops. It is due to management who appoints the teaching staff.

Creative progression- Teaching skills progression, research skills progression, communication skills progression are welfare measures to the teachers.

Career development- Junior clerk to senior clerk to head clerk to Admin in-charge are career advancement. Similarly, Assistant Professor to Associate Professor to Professor are the career advancement indirectly provided as welfare measures for TEI staff.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

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

Response: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	0	0	0

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

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

Response: 0

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

The performance appraisal system gives direction to the quality enhancement of the institution. It provides an assessment of the knowledge and capabilities of the staff and their overall performance. It guides the institution to identify the areas of improvements and provide necessary opportunities for the growth and development of the staff.

At the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process.

Parameters adopted for Teaching Faculty Appraisal are - Effectiveness of Academic Deliverance –It is evaluated on the basis of teachers’ academic deliverance in B.Ed Program- Daily attendance record of students, coordination with students in terms of subject deliverance, class activities, attendance issues etc. in due time line and mentoring in co-curricular activities like college events, workshops, etc.

- Effectiveness of Academic Management- Completion of additional activities allotted in due time line.
- Academic Development (self as well as the college)– Initiatives taken for self improvement / enhancement, Development of Best practices at workplace
- Contribution to other Departmental Functions – Initiatives taken to other Departmental Functions as a whole.
- Research Work-Involvement in research related activities is also one of the parameters for Appraisal.

Parameters adopted for Non-Teaching Staff Appraisal are- All non-teaching staff are also assessed through annual performance appraisal. The various parameters for non-teaching staff members are assessed under different categories i.e.- Professional Competence, Performance, Personal Characteristics, Attitude towards co-workers, Staff/Student relations and Attitude towards public.

The overall assessment is based on the cumulative grade by the Principal, which is then forwarded to the Management. On satisfactory performance, all employees are granted promotions and financial upgradation. The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

STRATEGIES FOR OPTIMAL UTILIZATION OF RESOURCES AND FUNDS

- Finance Committee: TEI formed the finance committee to monitor optimum utilization of resources and funds.
- Purchase Committee: Quotations are invited from vendors for purchase of requirements of TEI.
- Scrutiny of Quotations: It is done by finance and purchase Committee with standard parameters decisions taken for finalization of quotations.
- Budget Committee: The principal along with accounts, admin and finance, purchase committee consultations, the budget for financial year is prepared for optimal utilization of resources and funds.
- Concern of Management: At major steps the Principal always concerns the Management for directives and decisions
- Accounts and Audit: To check and verify the finance, purchase expenses and income, resources and funds TEI appoints the statutory auditors-Internal as well as External Auditor.

- To promote academics: TEI has strategy for optimal utilization of resources and funds to promote academics, ICT facilities library facilities, laboratory equipment, laboratory needs, staff salaries and staff and student welfare,

To promote research activities

To Promote teaching learning enthusiasm

To promote extension activities, social activities

To promote distinctiveness of institute, best practices of students

To promote quality education by undergoing assessment and accreditation process (NAAC)

STRATEGIES FOR REGULAR FINANCIAL AUDIT (INTERNAL & EXTERNAL)

- TEI has proper strategies for proper planning, vision, execution and vigilance for financial resources
- To reach TEI financial objective, TEI undergoes:

Appointment of Internal Auditor

Appointment of External Auditor

Audit inspection

Surveillance programs

Audit transparency reports

Improving and maintaining audit quality

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

6.4.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3

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

Response:

INSTITUTIONAL POSITION OF FUNDS

This TEI is self-financed institute. it is non-grant unaided college. TEI has tuition and fees that students pay to earn their degrees in turn graduate can read substantial rewards

TRUST SUPPORT

The Raval Education trust has its own land and multistoried building for the TEI. The trust raised the fund on its own for social cause in education. The multistoried building constructed with multi-crores of fund is the mobilization of funds and their optimal utilization of resources.

TEI'S STRATEGIES FOR INCOME

Physical structure is provided by the Trust. However being unaided TEI has only one strategy for income- the fees of students. The fees are as per the University of Mumbai fee structure. It is the sole source of income generation to run the educational institute.

TEI's STRATEGIES FOR MOBILIZATION OF FUNDS

The funds received are utilized for salary component, expenditure for excluded salary component, expenditure on new infrastructure, expenditure on maintenance of physical support facilities and expenditures on maintenance of academic support facilities. TEI's strategies for mobilization of funds in the year 2017-18 as per audited statement is total expenditure of Rs. 17.69 lakhs which include Rs. 9.2 lakhs expenditure for salary component, expenditure excluded salary component is Rs. 8.49 lakhs while Rs. 0.96 lakhs utilized over new infrastructure (augmentation) while Rs. 2.09 lakhs used for maintenance of support facilities and Rs. 2.67 lakhs expenditure on maintenance of academic support facilities. It is best possible mobilization of funds for the accounting financial year 2017-18.

TEI's strategies for mobilization of funds in the year 2018-19 as per auditor statement is total expenditure of Rs. 20.97 lakhs which includes Rs. 10.84 lakhs expenditure for salary component, expenditure excluded salary component is Rs. 10.13 lakhs while Rs. 0.88 lakhs utilized over new infrastructure (augmentation) while Rs. 3.21 lakhs used for maintenance of support facilities and Rs. 3.36 lakhs expenditure on maintenance of academic support facilities. It is best possible mobilization of funds for the accounting financial year 2018-19.

Thus, TEI has similar strategies in mobilization of funds in the year 2019- 20, 2020- 21, 2021- 22 also. Each financial year the income and expenditure are audited by a learned chartered accountant. The management and especially Principal of TEI has sincere vision, focus for optimal utilization of resources.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Establishment of IQAC is a concrete step towards development of students. In this regard IQAC of the College was constituted on 17th of May 2021 under the guidance of our Principal Mrs. Sunita Thakur and Coordinator Mrs. Fatema Siamwalla along with teachers, representatives from Management of the Institute, Local Authority, students, Alumni, Employers, Parents and Stakeholders.

The process adopted by the institution for quality assurance through IQAC or any other mechanism
Quality assurance process by TEI

TEI always took initiative for quality assurance process. TEI ensures the quality assurance by systematic process of determining whether student or education services meet specified requirement.

NAAC is autonomous body of government which thrives for quality assurance, similarly, in TEI, IQAC also takes lead for quality assurance.

(II) IQAC of TEI facilitate to-

(i) Ensure Clarity- IQAC ensures clarity in institutional functioning towards quality enhancement.

(ii) Quality culture- IIQA of TEI ensures internalization of the quality culture.

(iii) Good practices- IIQA ensures enhancement and co-ordination among various activities of the institution.

(III)TEI initiative

TEI took initiative for quality assurance through 14 different committees such as- Anti ragging Committee; student Redressal Committee; Anti Sexual Harassment Committee; Cultural Committee; Student Support Committee(scholarship-freeship); Community Services Committee; Sports Committee; IQAC; Examination Committee; Academic Committee; Alumni Committee; Administration and Discipline Committee; Research and Innovation Committee and PTA Committee. These all committees took initiatives for the quality services of education in TEI.

(IV)Contribution/Initiative by IQAC

Amongst those committees, IQAC is very important committee to lead the quality assurance in Institute. The contribution of IQAC can be presented as belowA. IQAC Meeting – It held on 17-6-2021. In this meeting. In this meeting in presence of all the distinct delegates the quality of appraisal were discussed and followed by implementation in due period of time.

B. The quality initiatives discussed and initiated by IQAC are as –1. Preparation for Assessment and Accreditation by NAAC, 2. Admission Process,3. Academic Calendar and Discussion, 4. Discussion on Academic programmes

C. The next meeting of academic year 2021-22 was held on Independence- day i.e. on 15-08- 2021.

The IQAC initiatives, thoughts promoted are -1. MOUs with Institutes, Establishment and Interactions, 2. Status of value- added courses, 3. Activities to support students to acquire knowledge, skills, values and attributes and 4.to initiate Self-study courses for students

D. The third meeting of IQAC was held on First day of year 2022 i.e. on 1-1-2022. The quality initiatives discussed and implemented by IQAC are as1. Career guidance for students, 2. Community activities review, 3. Practice school review,

4. Infrastructure improvement, and 5. Publication and proceeding.

E. The fourth meeting for quality enhancement in TEI was held on 14-04-2022.

IQAC discussion were as-1. IIQA preparation, 2. SSR- self -study Report preparation - manual discussion, 3. Profile of college to get ready, 4. Discussion about practice school problems and resolution.

The IQAC is apex body in TEI which leads with full potential to execute decision for quality assurance. IQAC as the name suggests is Internal Quality Assurance Cell.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

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

Response:

The TEI has 14 committees to look after the teaching learning process periodically out of that 14 committees, IQAC is mostly leading committee.

1 About 100% enrollment - IQAC and all other committees keep the quality education upgraded. Therefore for years together the admission and enrollment is about 100%.

2. Social justice- TEI's IQAC reviews continuously the social justice while filling the admission for reservation deprived classes.

3. To identify different learning needs of students- IQAC and TEI arrange the assessment process at entry level. It identifies different learning needs of students as slow learners.

4.Honor student diversities- IQAC initiates to learn student diversities in terms of learning needs by mentoring as well as academic counselling, remedial learning and peer feedback.

5. Student -Mentor(Mentor -mentee)lead role- The IQAC look after the mentor (teacher)and mentee so as to personal rapport develop the teaching learning relationship .

6 Multiple mode approach to teaching learning - IQAC initiates it with teachers which include experiential, participative initiatives.

7.Upgradation by integrating ICT in teaching learning- IQAC reviews and promote for teachers the use of ICT in teaching learning.

8. ICT use by students in teaching learning- IQAC promotes mobile based learning, online study material, virtual laboratories, learning apps ,etc. for students.

9. Exposure to students about recent developments in teaching learning- IQAC looks after exposure of students about recent development in teaching such as special lectures by expert, book reading and discussion on it, recent policies and regulations discussion, seminars for benefits of students and teachers etc .

10. Opportunities for developing competences and skills in students- IQAC provides opportunities for developing competences and skills in different functional areas through specially designed activities. It includes (i) Organising learning (Lesson plan) (ii) Developing teaching competencies (iii) Assessment of learning (iv) Technology use and integration (v) Organising field visits (vi) Out of classroom activities (vii) Community engagement (viii) Facilitating inclusive education (ix) Preparing individualised education

11. Significant skill development- IQAC initiates activities for skill and competencies. IQAC initiates (i) Formulating learning objectives (ii) Content mapping(iii) Lesson planning (iv) Identifying varied student abilities (v) Addressing inclusiveness (vi) Mobilising relevant and varied learning resources (vii) Exposure to Indian languages/Community engagement etc

12 Effective communication skill development in students- IQAC deals with effective communication skills. The fresher students deal with IQAC for providing effective communication by using recent advances.

13. Tools of assessment for learning- ICT and in IQAC certain tools of assessment for learning was AQAR, text etc. ICT and by IQAC of TEI for improving teaching learning.

14 Developing students competencies- IQAC leads to developing students' competencies for learning, learners and analysis responses.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	0	0	0

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)**5. Participation in NIRF**

Response: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

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

One of the main functions of the IQAC is to review the teaching- learning process, and methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution. Academic Incremental Improvements

- Academic Planning Committee plans the session plan and academic calendar for the complete session for well planned and organized functioning of the Institute.
 - Examination Committee: Looks after Internal & external examination and maintains examination records. The committee keeps the record of any grievances related to examination and acts as a bridge between university and college for smooth execution of examinations.
 - The overall result of the institute stands between 90-95%. The IQAC at LPRCER is committed to a learner centric approach and designing gradual attribute like academic excellence.
- ? Total number of students enrolled for semester IV, 2017-18 were 70. Out of 65 students who appeared for external examination, 57 students passed. Therefore pass percentage was 87.69%.
- ? Total number of students enrolled for semester IV, 2018-19 were 90. Out of 87 students who appeared for external examination, 82 students passed. Therefore pass percentage was 94.25%.
- ? Total number of students enrolled for semester IV, 2019-20 were 99. Out of 93 students who appeared for external examination, all 93 students passed. Therefore pass percentage was 100% .
- ? Total number of students enrolled for semester IV, 2020-21 were 75. Out of 75 students who appeared

for external examination, 73 students passed. Therefore pass percentage was 97.33%.

? Total number of students enrolled for semester IV, 2021-22 were 59. Out of 59 students who appeared for external examination, 58 students passed. Therefore pass percentage was 98.3%.

- The institution equips the student teachers with skills to be effective professionals through several capacity building activities such as value-added courses, workshops on innovative practices, organizing events. Through community outreach programmes, environmental activities, institution endeavors to foster values that will form the foundation of the student teachers learning journey. Various opportunities are provided to the students to develop their technological skills through ICT based activities, use of e-resources, etc.

- LPRCER strives to make students self- reliant by orienting them to innovative teaching learning strategies, giving expert advice for higher education, counseling sessions, etc. Through these activities the institution encourages student teachers to be lifelong learners. The institute promotes paperless transactions. LPRCER strictly adheres to the policy that all types of wastes are disposed of responsibly by using proper waste segregation mechanism at the source. LPRCER strongly believes in reduce, reuse, recycle waste products. It is mandatory for students, teachers, non-teaching staff to adhere to the policy. The institute has also taken steps for the conservation of energy. LPRCER’s commitment to cleaner, greener environment is visible through range of initiatives. At the college and campus level, ‘Swachh Bharat Abhiyaan’ was held.

Administrative Improvements

- Online Admission
- Online Administration
- Online Examination
- Online Teaching
- Online Activities

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The Institution's policy and initiative for Energy Conservation, policy and initiative for use of alternative sources of energy –

A. Awareness

TEI is very much aware about conventional energy and its limitations. Non-conventional energy and its importance should be underline to the society. It can be Achieved by awareness programme. Teachers are best person who reaches to major part of society. TEI took initiatives to create practical awareness Energy conservation, energy alternative sources. As a part of energy conservation activity, TEI organized Energy Week. It is in the first week of February -2022. TEI organized online Youtube videos to observe for teachers and student teachers.

Motivation of one student –teacher awareness for energy conservation means motivation of hundred – thousand of students – family and society.

B. Initiative for Energy Conservation –

? To assess energy uses of establishments like – House, Schools, Colleges, Industries, etc.

? To measure the impact of energy uses of establishment on the environment.

? To count CO₂ emission generated by the establishment.

? To communicate, discuss and guidance from and with the governmental agencies, municipal corporation and affiliating university.

? To actively work with the local organization in the case of /area of environment, energy efficiency and sustainable development.

? TEI always go for monitor and respond to serious emerging environment and energy crisis issues.

? TEI plan to train employees and students through Youtube Expert lectures, online lectures to make them aware about saving energy, importance of energy, alternative major solutions for saving electrical energy especially in Institute as well as at household.

C. Institution initiative for use of alternative sources of energy

I. Institution held India Energy Week celebration week.

II. TEI organized Youtube Expert series for the use of alternative sources of energy.

III. Alternate sources of energy means Non -Conventional Energy sources.

IV. TEI plans to use solar energy devices in the Institute.

V. TEI organized ON line lecture for Non -Conventional Energy sources.

VI. TEI focusing on alternative energy sources, such as – Wind energy, Geothermal energy, Hydropower energy, Tidal-Ocean energy, Bioenergy, Nuclear energy and Solar energy. These are best initiatives for students, teachers and every employer.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

Shri L .P. Raval College of Education and Research, is committed to transform lives through pursuit of excellence in teaching, innovation, lifelong learning, cultural and outreach services. Institute came into existence in 2005, with the objective to promote higher education and research in the fields of Education. TEI sustainable and holistic waste management is essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching employees, students, and visitors.

The TEI has a duty to ensure that all the campus wastes are disposed of responsibly by using proper waste segregation mechanism at the source and if possible, converting it into value added environment friendly product. Furthermore, the Solid & Chemical hazardous waste should be disposed or managed by government approved, registered waste contractors.

The purpose of the policy is to facilitate implementation of the action plan brought out in “National Environment Policy 2006” on management aspects of hazardous waste including their minimization, environmentally sound management and active promotion of transfer and use of cleaner technologies.

2. Policy Statement

The TEI will adopt the principles of the ‘best practicable environmental option’ in the delivery of its waste management services. The TEI will apply a ‘waste hierarchical approach’, to reduce, reuse, recycle and recover waste products in preference to the disposal of waste to landfill.

The TEI recognises the importance of meeting these legal requirements and to manage its waste responsibly, reduce the volume of waste sent to landfill and maximise reuse and recycling where possible.

The TEI requires all the teaching and non-teaching staff, students, guests and anyone else making use of the premises to comply with this Policy and associated “TEI Environmental Guidance” to ensure compliance with all waste legislations. Any solid waste generated in the campus shall be managed and handled in accordance with the compliance criteria and the procedure laid down in Municipal Solid Wastes.

There is a legal requirement for all who produce, keep or dispose hazardous/chemical waste of any type to comply with the various regulations under national and international environmental protection legislation.

3. Policy Objectives

The objectives of this policy are:

? To ensure that waste management is performed in accordance with all waste legislative requirements, including the duty of care, and to plan for future legislative changes and to mitigate their effects.

To minimise waste generation at source and facilitate repair, reuse and recycling over the disposal of wastes in a cost effective manner.

To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the waste management.

To promote environmental awareness in order to increase and encourage waste minimisation, reuse and recycling.

To invest into the expansion of recycling opportunities on the college campus and transform waste into value added products.

To ensure the safe handling and storage of wastes on college campus.

To provide appropriate training for teacher, resident, staff, students and other stakeholders on waste management issues.

To promote holistic approach of waste management in the campus.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

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

Cleanliness: LPRCER's commitment to cleaner, greener environment is visible through range of initiatives. At the college and campus level, Swachh Bharat Abhiyaan or Clean India Campaign was held to bring about change in behavioral and attitudinal aspect of habitants. TEI is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanliness.

Sanitation: Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The waste water is discharged into the common municipal drain, which is a common practice in and around MiraRoad. Segregation of the waste is done in the campus premises, with two dustbins are kept labelled as 'Wet Waste and Dry Waste. The organic waste is disposed of through municipal waste. The electronic gadgets / waste is either donated if useful or handed over to waste collectors. The general solid waste is disposed of through Mira- Bhayandar Municipal Corporation. Cleanliness of toilets, classroom, campus is mandatory. During Covid protocols, sanitizers were kept in every floor and entrance.

Green cover: Apart from primary cleanliness and sanitation efforts, the institute is also committed to

promoting sustainable habits by promoting cloth bags with other efforts to maintain a plastic free environment. The objective was to encourage self-reliance through sustainable practices. In a quest for healthy and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute some indoor plants have been installed to improve air quality.

Pollution free healthy environment: Environmental Promotion Activities on Plastic Awareness Event, Tree Plantation at college campus, Plastic Recycle, Clean and Green, Awareness on sound pollution, etc. are conducted as outreach activities to the wider school community. These sessions were conducted for the school students to make them aware of better cleanliness habits as well as to develop an appreciation and interest for sustainable environmental practices. The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0.48**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.0671	0.0198	0.0286	0.0439	0.0498

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

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

Response:

Shri L.P. Raval College of Education and Research (LPRCER) affiliated to University of Mumbai is located at the prime location of Mira-Bhayandar providing all facilities to students and visitors and is easily accessible for all. TEI is at an advantageous location in every aspect and provides ample facilities to students.

LPRCER has conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges.

Local Environment: A Swachh Abhiyaan programme was conducted where student teachers participated in cleaning the campus premises, conducting cleanliness and hygiene session for practice teaching school students. The institution has focused on several community and social issues and conducted activities to sensitize the student teachers and the community reach out to the less privileged in society and to contribute in different ways to the welfare of the society.

The TEI being close to many schools in the area with sufficient resources provides optimal exposure to students. Students have easy access for- Observation of classroom teaching, Internship in the schools to practice skills learnt and Teaching Practice in the schools to deliver lessons.

Locational Knowledge: The institution has endeavored to spread awareness on the environmental issues through a Poster competition on sustainable living, cloth bag making competition, Environment Day, etc. Sessions, webinars by different experts focusing on role of teachers, new approaches, tools, resources they can use and challenges they face in today's changing times due to the pandemic and the online educational process. Various sessions, webinars, seminars were conducted on highlighting important issues such as gender equality, human rights, social wellness, physical wellness.

Community practices: The institution has leveraged the locational knowledge and resources to a great extent by organizing expert talk sessions on Mental Health. A value-added course on Yoga was conducted to inculcate health and wellness practices among the student teachers and the community

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

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

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**

3. There is a committee to monitor adherence to the Code of Conduct**4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically****Response:** C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices**7.2.1****Describe at least two institutional best practices (as per NAAC format given on its website)****Response:**

Incorporation of the four C's of 21st Century skills

Critical thinking

Creativity

Collaboration

Communication

When we think about bringing the 4 C's into our classroom, we don't need to "add" a thing.

The best way to help students master these skills is to change HOW we teach and learn in our classrooms. It is the process of learning, not the content of learning that addresses the 4 C's.

Objectives of the practice:

1. To create problem solvers who are able to perceive a situation through multiple angles.
2. To encourage self-expression
3. To ensure joint participation in activities
4. To enable sharing of ideas through dialogue

The practice:

In order to fully participate in today's global economy students need to master the 4 Cs of the 21st Century skills. They are given assignments and projects that require them to critically think over

education related topics, collaborate with their peers and think creatively while dialoguing with each other thus coming up with newfound solutions.

Impact of this practice:

Students become self-aware and self-assertive.

New outlook to old problems is fostered.

Helps in establishment of sync among group members.

Resources:

Provision of infrastructural facilities, instruction through orientation lectures and workshops by experts and visits to sources of learning.

Feedback mechanism and future plans:

Students are asked to give immediate feedback regarding the activity conducted as also through reflective reports on the same. The TEI intends to collaborate with other institutes and experts for exchange of ideas and knowledge that are abreast of the modern demands of the world society in general.

Title of the Practice:

Promoting harmony in diversity through Cultural celebrations The field of education requires the formation of individual personalities that are conducive for a harmonised whole. This is possible when students realise that individual difference are a norm of nature and cannot be grounds of discrimination. For the same, the TEI ensures practices that ask students to collaborate for the celebration of a theme that requires them to come together for achieving the desired outcomes.

Objectives of the practice:

To achieve a feeling of oneness

To allow diversity for being a means of cultural wealth

To use our differences as our strength

The practice:

The TEI directs students to creatively organise events that are in line with national and social requirement such as events addressed to protection of environment, the marginalised, mental health, culture and tradition to name a few.

Impact of this practice:

Students are sensitized towards the differences among the various communities that exist within a single society,

Spirit of tolerance and understanding is fostered.

Resources:

Provision of infrastructural facilities, instruction through orientation lectures and workshop by experts and visits to sources of learning.

Feedback mechanism and future plans:

Students are asked to give immediate feedback regarding the activity conducted as also through reflective reports on the same. The TEI intends to collaborate with other Institutes and experts for exchange of ideas and knowledge that are abreast of the modern demands of the world society in general.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The VISION of the educational institute is To revolutionize the field of education by making it more holistic through innovations and multi-disciplinary values.

Its PRIORITY stands at providing and maintaining Educational Excellence as also provision of education to the deprived sections of society.

The THRUST is consequently on Women Empowerment.

DISTINCTIVENESS:

? With its priority as providing and maintaining Educational Excellence as also provision of education to the deprived sections of society the TEI has an average enrolment percentage for girls/women at a splendid rate of around 90%. The thrust is to empower girls to reach their full potential and become confident knowledgeable and successful individuals. This involves tracking enrolment rates, academic performance, and the retention of girls.

? The girl students at Raval are counselled and motivated to pursue this degree of education and are helped to place trust in themselves to be the future nurturers of the future bearers of society. The institute promotes an environment that encourages girls to dream big, believe in themselves, and break gender stereotypes.

? The overall result of the institute stands between 90- 95 % from which more than 90% of the girls pass out. The institute also prioritizes the inclusion of subjects that empower girls, such as leadership, self-esteem, gender equality, and life skills.

? Not only as pass outs but the girl- students also feature as merit list holders, most of the rank holders being girls. This is achieved through qualified and trained teachers, well-planned curriculum, and modern teaching methods. Raval strives to include extracurricular activities, leadership programs, mentorship programs, and opportunities for girls to showcase their talents

? Our girl- students also fare well once they step out of the institute and earn laurels in their proceeding areas of work. We have students viz. Ms. Sonia Chauhan and Ms. Monika Chauhan who earned Gold and Silver medals in their pursuit of M.Ed. after having topped B.Ed. at Raval.

? Over and above girl- students even the Employees comprise of majorly females. Out of 12 staff members, 10 are strong-headed women who in turn serve as role models for the trainee- teachers.

? The Institute also boasts of persons in power position being females such as the Trustee- Mrs. Payal Raval, Principal- Mrs. Sunita Thakur and Administrative Head Mrs. Lizy Jose.

By incorporating the Essence of women's Empowerment in its daily functioning, the educational institute thus realizes its vision of excellence and revolution in education by promoting girls' education

and contributing to empowering girls, fostering gender equality, and creating a more inclusive and equitable society.

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

5. CONCLUSION

Additional Information :

Shri L.P. Raval College of Education and Research is one of the desired destinations among the Mumbai suburbs for individuals who envision professional training in the field of Teaching. To highlight certain credentials, TEI has ISO certification, which is an internationally recognized standard for quality management systems. It indicates that the institute follows standardized procedures, maintains high-quality education and services, and is committed to continual improvement. Also, the B.Ed. Institute is environmentally conscious and takes measures to reduce its ecological footprint. It has implemented sustainable practices such as energy conservation, waste management, recycling initiatives, and the use of eco-friendly materials on its campus.

Also, TEI aligns its educational practices with the National Education Policy (NEP). It suggests that the institute focuses on research-oriented teaching methods, encourages critical thinking, promotes innovation and creativity, and incorporates new and emerging pedagogical approaches. This ensures that in spite of foreseen and unforeseen challenges there is always a smooth and continuous flow of teaching-learning. It implies that the institute has well-structured academic schedules, well-prepared faculty, and effective strategies to provide a continuous and enriching educational experience.

Keeping in mind that the students come from varied backgrounds, TEI offers flexibility in terms of curriculum, blended learning and other aspects to cater to the diverse needs of its students. Plus point of TEI is that it not only accommodates but also values and fosters diversity. It may have programs, activities, or courses that promote the understanding and appreciation of different languages, cultures, and traditions. It encourages students to be inclusive and respectful of all cultural backgrounds.

All these are resultant in a never ceasing inflow of admission inquiries. The TEI has a streamlined and simplified admission process which includes a user-friendly online application system, quick response to queries, and efficient handling of paperwork, making it easier for prospective students to apply and secure admission. The B.Ed. Institute has gained a favourable reputation and positive word-of-mouth recommendations from its current or former students. This indicates that the quality of education and overall experience provided by the institute is valued by its stakeholders.

Concluding Remarks :

To summarise, Raval gives an extra edge by following best teaching practices and innovation in academics. The cosmopolitan culture further fashions the democratic fabric of our country. We embrace Inclusion - women students feel safe and free. The percentage of girls from the minority community has increased from 5 to 30.

To grow leaps and bounds is our motto. Students are not just taught but nurtured here. The faculty in TEI is student-centred, and gives its best to the students. The social networks are excellent. When schools and colleges were struggling to get students after the introduction of two years B.Ed. of course, we got 70 students. Also during the Covid pandemic we had a 'minimum' of 59 students which is a 'maximum' for some. The times when some colleges closed down or had Zero intake even at that time Raval stood undeterred.

So what makes us stand out?

TEI takes its curriculum delivery very seriously. The various modus operandi are deliberated upon as also feedback from stakeholders are duly considered before arriving at decisions that aim at the betterment of students.

This ensures that TEI has a healthy, growing and sustaining pass percentage. We take pride that most of our students clear the course in the first attempt and get placed at respectable institutes. And we do not limit this success to ourselves. We ensure that there is a considerable amount of outreach activities that cater to the education sector as also the deprived sections of society.

And this is made possible by following the age old adage- Charity begins at home. TEI serves out the best-to-its-capacity infrastructural and support facilities that help students enlighten themselves with the theory and practical content of the course. And the students are empowered in themselves by making them form committees.

At Raval we acknowledge the importance of changing with the times. As society has progressed from simple to more complex means of living, TEI also makes attempts to revolutionise education by delving into possibilities of integration of technology in curriculum delivery over and above other innovations. This was most evident during pandemic.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input is edited as per the given clarification documents by HEI .</p>																				
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input is edited as per the clarification documents provided by HEI , Number of students enrolled in the Value – added courses mentioned at 1.2.2 for last five years .</p>	2021-22	2020-21	2019-20	2018-19	2017-18	100	0	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	105	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
100	0	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
105	0	0	0	0																	
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

159	135	0	0	0
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
160	135	0	0	0

Remark : Input is edited as per the given clarification documents by HEI , Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) for last five years .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	23	29	39	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	0	0	5

Remark : Input is edited as per the given clarification documents provided by HEI , Number of students enrolled from the reserved categories for last five years.

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

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

Answer before DVV Verification : 159

Answer after DVV Verification: 158

Remark : Input is edited after the verification of all documents provided by HEI though HEI has not provided link for the landing page of the Gateway to the LMS used but screen shots of the LMS used by HEI .

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

1. Special lectures by experts

2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : Input is edited as per the given clarification documents provided by HEI , HEI claimed for all responses but not provided documents for selected responses by HEI.

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

1. **Preparation of lesson plans**
2. **Developing assessment tools for both online and offline learning**
3. **Effective use of social media/learning apps/adaptive devices for learning**
4. **Identifying and selecting/ developing online learning resources**
5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : Input is edited after the verification of all documents provided by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
57	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	0	0	0	0

Remark : Input is edited as per the given clarification documents by HEI .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2,00,000	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

Remark : input is edited as per the given clarification documents provided by HEI .

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : Input is edited after the verification of all documents provided by HEI .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	20	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Input is edited after the verification of all documents provided by HEI ,As HEI has not provided UGC care list for research papers / articles published in Journals . So The value for the year 2021-22 & 2020-21 will be considered as Zero. Only the research papers / articles per teacher published in the Journals on UGC website will be considered.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
57	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

Remark : Input is edited after the verification of all documents provided by HEI , As ISSN number is one & number of chapters are inside so it can be counted as 1.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	10	7	5	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	1	3	2

Remark : Input is edited as per the given clarification documents provided by HEI .

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

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

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
159	135	171	186	157

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
158	135	171	186	157

Remark : After reviewing the documents, the HEI input can be considered.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
159	135	171	186	157

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
160	135	174	189	160

Remark : Input is edited as per the given clarification documents provided by HEI , Number of students participated in activities as part of national priority programmes for last five years .

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

3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	4	1	5	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Input is edited as per the provided documents by HEI , awards and honours received for

outreach activities only from government/ recognized agency will be considered. So the value will be 0 for last five years.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	6	4	3	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	0	0	0

Remark : Input is edited after the verification of all documents by HEI , evidence for year 2021-22 only 7 linkage provided & for the rest of the year the value will be 0.

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

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

Answer before DVV Verification : 17

Answer after DVV Verification: 12

Remark : Functional MoUs with same institutions/ industry etc for 2-3 years will be counted as one only, the MoUs which are in assessment period and at least one activity is to be taken in a year under each MoU only will be considered. Hence input edited accordingly.

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

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

Answer before DVV Verification : 6

Answer after DVV Verification: 3

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

Answer before DVV Verification : 10

Answer after DVV Verification: 6

Remark : Input is edited as per the given clarification documents provided by HEI , Number of classrooms and seminar hall(s) with ICT facilities for last completed academic year .

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

years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12.22	3.73	9.47	10.13	8.49

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.1	3.12	4.34	0.88	0.96

Remark : Input is edited as per the given clarification documents provided by HEI , Expenditure for infrastructure augmentation excluding salary for last five years (INR in lakhs).

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2.2	0.91	3.52	3.36	2.67

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.042	0.0077	0.249	0.360	0.407

Remark : Input is edited after the verification of all documents by HEI , Average annual expenditure for purchase of books, journals, and e-resources for last five years (INR in Lakhs).

4.3.3 Internet bandwidth available in the institution

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

Answer before DVV Verification : 150

Answer after DVV Verification: 40

Remark : Speed test recorder data not accepted. As per supporting document, input edited accordingly.

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

1. Studio / Live studio

	<p>2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input is edited as per the given clarification documents by HEI .</p>
<p>5.1.2</p>	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. Toilets for girls <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 6 of the above Remark : Input is edited after the verification of all documents by HEI.</p>
<p>5.1.3</p>	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Input is edited after the verification of all documents by HEI.</p>
<p>5.2.1</p>	<p>Percentage of placement of students as teachers/teacher educators</p> <p>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years Answer before DVV Verification:</p>

2021-22	2020-21	2019-20	2018-19	2017-18
46	61	81	66	44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	0	0	0

Remark : Input is edited after the verification of all documents by HEI , by considering the students only whose appointment letters are provided by HEI for last five years .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	3	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	3	0	0

Remark : Input is edited as per the given clarification documents by HEI ,Number of students qualifying in state/ national level examinations (e g: NET/SLET/ TET/ CTET) for last five years.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	14	14	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	0	1	2

Remark : Input is edited as per the given clarification documents by HEI , Number of sports and

cultural events organized at the institution for last five years .

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : Input is edited after the verification of all documents by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

Remark : Input is edited after the verification of all documents by HEI , Number of meetings of Alumni Association held in year 2021-22 the value is 2 .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	0	0	0

Remark : Input is edited after the verification of all documents by HEI , Number of quality initiatives taken by IQAC or any other mechanism for promoting quality for last five years so the value seems to be 5 .

7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input is edited after the verification of all documents by HEI.</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input is edited after the verification of all documents by HEI.</p>
7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs) Answer before DVV Verification:</p>

2021-22	2020-21	2019-20	2018-19	2017-18
1.9	0.59	2.08	3.21	2.09

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.0671	0.0198	0.0286	0.0439	0.0498

Remark : Input is edited after the verification of all documents provided by HEI, by excluding expenses on physical facilities for last five years .

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input is edited after the verification of all documents provided by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>159</td> <td>135</td> <td>171</td> <td>186</td> <td>157</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>160</td> <td>135</td> <td>174</td> <td>189</td> <td>160</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	159	135	171	186	157	2021-22	2020-21	2019-20	2018-19	2017-18	160	135	174	189	160
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159	135	171	186	157																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
160	135	174	189	160																	
1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>58</td> <td>73</td> <td>93</td> <td>82</td> <td>57</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	58	73	93	82	57										
2021-22	2020-21	2019-20	2018-19	2017-18																	
58	73	93	82	57																	

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58	73	93	82	56

2.2

Number of Computers in the institution for academic purposes..

Answer before DVV Verification : 30

Answer after DVV Verification : 40