



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

PVDT COLLEGE OF EDUCATION FOR WOMEN

**SNDT WOMEN'S UNIVERSITY, 1 N.T. ROAD, NEW MARINE LINE,
CHURCHGATE, MUMBAI
400020**

<https://www.pvdt.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

P.V.D.T. College of Education for Women started as a department in SNDT Arts College, Mumbai in 1951. In 1959 it was converted into a full fledged college with Marathi and Gujarati medium B.Ed. Classes. Since then the college has been actively engaged in teacher training programmes both in service and preservice. Today the college has six distinct thrusts.

- 1) To equip the student teachers with respect to effective classroom teaching practices.
- 2) To equip student teachers with respect to the latest developments in the field of Education.
- 3) To organize training programs with respect to new trends in education for the teachers/ teacher educators/college teachers.
- 4) To develop instructional materials in the form of monographs/booklets/teaching aids for the benefit of the teaching community.
- 5) To organize need-based seminars/conferences/workshops for student teachers/teachers /teacher educators for improvement of quality of training.
- 6) To equip the student teachers with respect to development in the field of ICT. The college has four classes Two classes for the first year and two classes for the second-year B.Ed. Division A & B. Fifty students in each of the classes are admitted through the centralized admission procedure by the government of Maharashtra. The college receives grant aid from the Government of Maharashtra. The scholarship facility is also provided to the students. The university also provides hostel facilities to the students. The college is situated on the third floor of the main building of SNDT Women's University. The college is fully equipped with respect to teaching/Non-teaching staff, Library facilities, Computer facilities, AC hall, various laboratories, etc. The college has about 30 secondary schools which are used for practice teaching and internship programme. These schools are spread all over Mumbai, the student teachers could get substantial and effective experience during the practice teaching and internship programs.

As a step towards effective transaction of the whole program, a calendar of activities has been prepared every year. It provides information about at least 210 instructional days to realize the curriculum objectives, the teaching of courses, seminars, workshops, internships, actual school experience, co-curricular activities, community work, NSS subject visits, etc. The college is one of the reputed colleges in the city of Mumbai and Maharashtra. The placement cell is also formed and every year 60% of students are placed as teachers and the rest of the students join higher education. During the current academic year 15 students from B.Ed. the second year cleared the CTET examination.

Every year college organizes a National level Seminar/ Workshop/conference according to the thrust areas in the field of education.

The college has collaborated with various educational institutions like the State Women Commission, UNESCO, the University of Pune, the University of Mumbai, the Open Education Chair, UNESCO, and the Department of Education.

The institution is recognized by UGC under sections 2 (f) and 12 (B). The college is having qualified teaching faculty, among 9 teaching faculty members 8 have completed their Ph.D. and one faculty member is pursuing a

Ph.D. degree.

The college is committed to providing quality education to women and empowering them. An empowered woman will contribute to the social change and development of the nation.

Vision

The vision of the colleges is to prepare secondary and higher secondary teachers, who are capable of responding to the changing needs of modern Indian Society with the challenges and opportunities available.

Mission

Mission: The mission of the colleges is to equip the student teachers with respect to effective classroom teaching practices.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. PVDT College of Education is a university constituent college.
2. 08 Faculty members are completed their Ph.D. and one faculty member is pursuing Ph.D.
3. 100% admissions every year.
4. All the faculty members are efficiently using ICT resources.
5. Technological facilities are available in the college.
6. 09 staff members are recognized Ph.D. guides.
7. Staff is actively engaged in research projects.
8. Two staff members are Senate Members of SNDT Women's University.
9. Located in Mumbai suburban and easily approachable by roadways and railways.
10. Above 95% academic results.
11. Active YouTube channel and Facebook page (PVDT Facebook page, PVDT NSS Facebook page, PVDT Alumni Facebook page).
12. Various Scholarships to Students.
13. Career Guidance & Counselling Cell
14. Campus enabled with Wi-Fi connectivity and technologically equipped classrooms.
15. Received Funds for Research Projects from various organizations.
16. Book Bank facility
17. Grievance Redressal Cell
18. Active Student Council
19. Implementation of e-governance are in the following areas of operation Planning and Development, Administration, Finance and Accounts, Student Admission and Support, Examination System, Biometric / digital attendance for staff, Biometric / digital attendance for students
20. 05 Faculty members contributed as a member of BOS of SNDT Women's University and Other Universities also.
21. All the faculty members actively contributed in curriculum planning, development, and revision
22. The college is actively organizing social outreach and social welfare activities through the NSS unit.

23. The college has a Hostel facility.
24. Financial support to students from our donors.
25. The college is under 2-F and 12/B of UGC
26. Association with more than 30 Practice teaching schools.
27. Student Insurance facility
28. Medical check-ups of all the students every year.
29. Guidance for TET and CTET examinations.
30. Guidance for B.Ed. CET
31. Contribution to international projects.
32. MOU with OERU
33. MOU with more than five educational institutions.
34. Centre for Open University for DSM and MA (Education) programs.
35. The college has MOU with Open Courses for Students Worldwide. ([https://oeru.org/oeru-partners/pvdt-college-of-education-for-women.](https://oeru.org/oeru-partners/pvdt-college-of-education-for-women))

Institutional Weakness

1. Constraints of space.

Institutional Opportunity

1. International Collaborations.
2. Value added courses.
3. Government funded Research projects.
4. Establishment of multidisciplinary Research Centre.
5. International faculty and student exchange programmes.
6. Multilingual & Multicultural students.
7. Vacant posts of Teaching and Non-teaching staff.

Institutional Challenge

1. Delay in the admission process by the State CET Cell has affected admissions and examination of the B.Ed. program.
2. Research and other grants are not released at the proper time by funding agencies.
3. Scholarships of students are not received timely.
4. Vacant posts of teaching and non-teaching staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

PVDT College of Education is a constituent college of SNDT Women's University. The college implements the curriculum designed by the university, Board of Studies, and passed by Academic Council. The college teachers give valuable input for curriculum revision. The faculty members are the members of the Board of Studies of Education subject.

For the implementation of the syllabus, the college has formed **Planning Committee**. The curriculum is modified as per the local needs. The academic calendar is prepared by the planning committee every year at the beginning of the year. It is presented before IQAC for approval. Academic planning is communicated to the university, students, and parents. It is also uploaded on the college website.

Rubrics For the Assessment- A college has adopted the curriculum formed by SNDT Women's University, after reviewing our faculty members have developed assessment rubrics for each component in the syllabus. Separate practical books are developed for the first year and second year. All required information about the nature of the activity, expectations marks, and assessment rubrics are provided in the book.

Orientation of all the theory courses and activities is given to the students. For the theory courses and practical, learning outcomes are framed and evaluation is done accordingly. The college is enabled with technological facilities, all the teachers use technology for the teaching-learning and evaluation purposes. A Continuous formative evaluation is implemented. Through all the activities the college takes efforts to inculcate values among the students. Co-curricular activities are also given immense importance. Field visits and field trips are organized to provide real-life experiences. Drama, art, Craft is very important for every teacher so, the college organizes such workshops for the students.

For the practice lessons, the vicinity of the student is considered for the allotment of practice teaching school. For differently-abled students, and pregnant students, etc care has been taken while allotting practice teaching school.

This is an age of self-learning, to boost self-learning among students some easy topics are given for self-study and presentation through cooperative learning. Students are encouraged to present Papers in workshops and seminars.

On various occasions like National Science Day, Geography Day, and Mathematics Day expert talks are organized. Training in Yoga is also provided to the students every year.

Students' feedback on the curriculum is taken every year, it is analyzed and necessary changes are incorporated next year. So also, the feedback on the curriculum is taken from other stakeholders like Principals of schools, alumni, etc.

Teaching-learning and Evaluation

The college is a part of the centralized admission process of the Government of Maharashtra. CET cell is established by the Government for the B.Ed. admissions. The college has constituted an admission committee for the admissions. Students' diversities are honored by the college. Students' academic needs are identified and support is provided accordingly. After the admission of the students readiness to undergo a course is studied and various activities are conducted for this purpose. Mentoring groups are formed and teachers are assigned as

mentors to each group.

Along with conventional teaching-learning, experiential learning strategies are used for learning-teaching. For this purpose field visits are organized. Use of ICT, Students are encouraged to use Constructivist strategies during integration lessons, and practice teaching. Team Teaching, technology-based teaching, creative lessons, brainstorming, cooperative learning, and strategies-based lessons are conducted during the internship program.

For the development of professional competencies the college organized expert talks, seminars, and teaching-aid workshops. The college is also very focused on the value of inculcation among students through social outreach programs.

Students are given opportunities to present their own research papers at the conferences, also they have been given an opportunity to work as anchoring various programs.

All the students complete two small research projects every year under assignment and practical.

For the internal evaluation, continuous formative evaluation strategies are followed. The evaluation process is transparent as the activity marks are communicated to the students immediately.

Teachers attend seminars/workshops/conferences regularly. Also, all have completed their Orientation programs, refresher programs, and short-term courses. Nine staff members are Ph.D. guides. Five members are on the Board of Studies of various universities. All the teachers are members of the examination committee as CAP director Moderator, examiner, vigilance squad, etc.

Infrastructure and Learning Resources

PVDT College of Education is a constituent college of SNTD Women's University. The college is located on the university premises. The university has provided sufficient infrastructure for the college. The college has spacious lecture halls, library, seminar hall, computer lab, staff room, office, principal cabin, special method room, and curriculum laboratories. It is the privilege of the college that it is located on the university premises, so other facilities of the university are used like a badminton hall, committee room, library, etc.

The college library is full of resources i.e. textbooks, reference books, encyclopedias, ebooks, and e-journals. The university has provided subscriptions to various journals.

For the purpose of administration, ICT is used. All communication is done with emails, for the finance software is used. All the classes are enabled with ICT resources like LCD projectors, laptops, separate computer lab. (LAN facility).

During the COVID-19 crisis, online platforms are used like ZOOM, google meet, and Google Classroom. The college has also started a youtube channel. During the lockdown through separate websites, e-resources were provided to the students.

The faculty members have developed MOOCs for the students and successfully implemented them. The university has also provided MOODLE LMS platform for the college.

Infrastructure audit has been done regularly. As per the requirement maintenance of the infrastructure, the purchase is also done. Energy-efficient fans and tubes are installed.

Student Support and Progression

The college is committed to the professional development of students. The college provides skill development and capability-building programs for the students. The college provides career guidance to the students. In the mentoring groups, students are given guidance for communication skills, interview skills, resume writing, etc. Health is wealth for this training of Yoga is provided to all the students every year. During the internship, students have to complete small action research projects. The present age is an age of technology all the practical experiences of using technology are provided to the students.

The college has a grievance redressal system through committees formed for the same. All the issues are addressed timely. Information regarding these committees is displayed on the notice board and the college website. For better functioning, the college has also implemented a system of suggestion boxes. The suggestion box is opened every month, and suggestions and complaints are discussed with all the committee members

Students are provided with health services through medical check-ups, placement support, concession in fees, scholarship guidance, financial help to needy students, etc.

As per the guidelines of the university and Government every year Student Council is formulated. Under the student council, various students are given responsibilities like Class Representative, sports representative, cultural representative, etc. Students participate in all the activities enthusiastically. Every year college organizes cultural, and sports events. Days of national importance, birth & death anniversaries, national science day, Geography Day, Mathematics Day, environment day, and yoga day are celebrated every year. The college organizes a national seminar/conference every year.

Our esteemed alumni also contribute regularly to the betterment of the college. Alumni conduct the sessions for the CTET exam, NET/SET guidance, etc. Most of the alumni are placed in different schools in Mumbai they are working as teachers, coordinators, and principals, during internship and practice lessons these alumni help a lot of our students. We also take feedback from our esteemed alumni on various aspects of B.Ed.

Governance, Leadership and Management

The college is functioning very smoothly because of the committed administrative and teaching staff. All the staff is motivated to work in the direction of the vision and mission of the college. Also, there is good coordination, timely guidance, and support from our university authorities.

The planning committee plays a vital role in the functioning of the college. The principal of the college is the head of the planning committee. Transparency is maintained in the functioning of the college by work distribution. The planning of all the activities vision, and mission of a college is a milestone.

The code of conduct is prepared for the students, teachers, and administrative staff the document is also made available on the website of the college also it is displayed in the class/notice boards.

The college conducts various meetings regularly, including CDC meetings, Staff Meetings, Planning committee meetings, alumni meetings, parent-teacher meetings, and meeting with heads of practice teaching schools.

For financial transparency internal and external audits are done from time to time. For the finance, all the transactions are done by cheque and university admin approval.

The college is committed to developing awareness about sustainable development among students.

Outreach activities are conducted on a regular basis, community service, mass awareness programs, research projects, and field visits help the personality development of students.

The college also provides a wide range of resources for the students, including e-journals, encyclopedias, central library of the university.

Our students represented the university and college on a national level for different programs of NSS also they achieved awards as best volunteers.

The college has a performance appraisal mechanism for the teaching and non-teaching staff. Evaluation of college and teachers are done every year by the students.

Mumbai is a metropolitan city there is a lack of space so resources are shared with other organizations and funds are also raised out of it. 'Brahmavidya' classes are conducted by Jivan Vidya Mission in the college, also the college provides its infrastructure for public examinations, IDOL examination of Mumbai University. The college is authorized center of Distance Education courses at YCM Open University.

Institutional Values and Best Practices

SNDT Women's University believes in Sustainable development and all the units of the university are working for the goal of sustainable development. The college has also developed a culture in the direction of Sustainable Development Goals. The university has developed Sustainable Development Policy. Environment-friendly activities are conducted in the college. On the occasion of World Environment Day every year an activity of "VRUKSHABANDHAN" is conducted. All the equipment in the college is energy efficient. The college premises is plastic-free. Twice in a year garbage is collected and given for recycling. Students are advised to use water carefully. The college has also implemented waste management by segregating dry and wet waste.

For the community every year the college conducts a cleanliness drive at different places in Mumbai. (Dadar Chupati, Girgaon Chaupati, Banganga Lake, etc. Cleanliness of the campus drive is conducted every year on the occasion of the birth anniversary of Mahatma Gandhiji. The college also conducts awareness programs for the masses through Raleys, street plays, etc.

Various competitions are also organized every year like slogans, poster making, skits, etc.

Various initiatives are taken by the college for providing quality teachers. Extra efforts are taken by the college for students in the following ways, Development of English Communication Skills, CTET guidance, and NET/SET guidance. Hands-on practice for the use of technology.

The college is continuously implementing Best Practices for the students and stakeholders, e.g. Language

Diversity Program, English Language Development Program, Eak Bharat Shrestha Bharat, Multilingual Instructional Strategies, and reflective Practices.

Research and Outreach Activities

The PVDT College of Education for Women has completed five research projects during the last five years. Also, one major research project is sanctioned to the college by ICSSR. Various research projects are sanctioned to the college by SUTTI, State Women Commission, Education Department Etc. All the faculty members worked on these projects as research assistants. The college has received grants for the development and implementation of MOOCs from UNESCO(UNIHOC). Five faculty members from the college have successfully implemented MOOC under the world project of Open Education for a Better World. (UNESCO Chair for Open Education, Slovenia). The faculty members are actively engaged in the development of OER for different courses.

Our patron SNDT Women's University provides seed money to conduct research projects entitled as SUTTI grant. There is a provision for providing duty leaves for the professional development of faculty members. Every year at least one seminar or conference is organized by the college to motivate faculty members to undertake small research projects and contribute to the field of education. The university has subscriptions to more than 2000 research journals, and these journals are available to our faculty members and students. A separate web portal is designed by our college library for our B.Ed. students, various e-resources are made available for the students. Our students are given hands-on training in using ICT, all the students regularly use ICT for the submission of assignments, Integration lessons, practice lessons, and research projects. The research project is also a compulsory part of the B.Ed. practical, each students have to complete two research projects during the B.Ed. course.

Faculty members are encouraged to publish their research papers in reputed educational journals, also faculty members present their papers in national/international seminars/conferences. Faculty are also engaged in writing chapters in books, and self-learning material of YCM Open University and the University of Mumbai

The college is emphasizing fostering 21st-century skills and required values among the students. The college is conducting outreach activities for the real-life experiences and inculcation of values among students, cleanliness drives, awareness programs (, Swacha Bharat Abhiyan, Road safety, save girl child, tree plantation programs, gender equality, communal harmony programs,s, etc.) career guidance exhibitions are organized by our student teachers in practice teaching schools. The college has also collaborated with Nehru Science Centre, NASEOH, NGOs, Yusuf Maher Ali Centre, Shantivan, Bombay Nature Park, etc. Visits and expert talks are organized for the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PVDT COLLEGE OF EDUCATION FOR WOMEN
Address	SNDT Women's University, 1 N.T. Road, New Marine Line, Churchgate, Mumbai
City	Mumbai
State	Maharashtra
Pin	400020
Website	https://www.pvdt.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Subhash Waghmare	022-22063267	9869834174	-	pvdcollege@gmail.com
IQAC / CIQA coordinator	Pravin Kale	022-2063267	9325710243	-	ppskale12@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Constituent

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Smt. Nathibai Damodar Thackersey Women's University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	18-01-2016	View Document
12B of UGC	18-01-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	95	the college is having permeant recognition of NCTE and it is revised as per new two year program in the year two thousand fifteen

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	SNDT Women's University, 1 N.T. Road, New Marine Line, Churchgate, Mumbai	Urban	0.97	7072

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, Education	24	Graduation	Marathi	100	98

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				4				18			
Recruited	0	0	0	0	4	0	0	4	5	1	0	6
Yet to Recruit	0				0				12			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	2	1	0	3
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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	4	0	0	5	0	0	9
M.Phil.	0	0	0	1	0	0	1	0	0	2
PG	0	0	0	4	0	0	5	1	0	10
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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3
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
		2	1	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	0	0	0	0	0
	Female	95	4	0	0	99
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	9	6	3	6
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	3	3	1	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	2	8	8	1
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	83	81	73	90
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	1	3	1
	Others	0	0	0	0
Total		98	99	88	99

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college is planning to start Integrated Teacher Education Program that will be multidisciplinary in nature. Various value-added courses have been introduced by the college as per the guideline given in the NEP. Teaching faculty is encouraged to undertake Interdisciplinary research projects.
2. Academic bank of credits (ABC):	PVDT College of Education is a constituent college of the SNDT Women's University, the university initiated the Academic Bank of credits (ABC) in the year 2022.. All the students are enrolled in the Academic bank of Credits (ABC). The credit transfer facility is provided by the university.

3. Skill development:	The college is focused for the skill development of the students. Various programs for he Interview Skills, Communication Skills, Leadership Skills, ICT skills are introduced by the college.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The faculty members are engaged in the development of Online Coerces. Five faculty members have developed online courses for the International Chair of Open Education for Better World, (A UNESCO initiative). The unique feature of the college is that students from various language backgrounds take admissions. Multilingual instructional strategies are used. The course material and reference material are also provided in different languages. Students are motivated to undertake different research projects. Exhibitions regarding Indian Culture. All the faculty members are using Google Classroom.
5. Focus on Outcome based education (OBE):	The syllabus of B.Ed. is framed as per the guidelines given in NEP. Learning outcomes and program outcomes are framed.
6. Distance education/online education:	Some modules are being taught in blended mode. During the Covid-19 crisis online education was initiated by the college.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NO
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1) Every year National Voter's day is celebrated in the college to develop awareness among the students . 2) Various competitions are also organized in the college. 3) Street plays are also organized to develop awareness among masses. 4) The college has organized national "Voters' Day" in collaboration with State Election Commission.

<p>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.</p>	<p>NO</p>
<p>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.</p>	<p>YES ,Lectures are organized to develop awareness among students regarding importance of election and inclusion of the name in electoral list. Importance of election process.</p>

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
197	187	187	197	177
File Description		Document		
Institutional data in prescribed format		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
50	50	50	50	50
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
98	89	96	95	77
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
98	98	86	93	98
File Description		Document		
Institutional data in prescribed format		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
98	99	88	99	98
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
13	12	11	14	14

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
17	17	17	17	17

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
4.08	5.10	4.91	5.28	8.7

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 27

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:

PVDT College of Education is a conducted college of Education of SNTD Women's University, BOS of the university constructs the syllabus for the B.Ed. course.

The college has developed the following strategies for planning, reviewing, and adapting the curriculum to the local context.

1. Planning Committee- For the effective implementation and adaptation of the curriculum college has established a Planning Committee. All the components of the curriculum are discussed thoroughly in the meetings of the planning committee. All these changes were thoroughly discussed by the faculty members and the draft was submitted to the principal of the college. Further, the principal communicated the required changes in the syllabus to the university. Academic planning and preparation are one of the most critical responsibilities of the planning committee. The planning committee does planning of all the academic and co-curricular aspects and it is submitted to IQAC for approval.

2. Revising the Curriculum- Some of the members of our planning committee were members of BOS (Education) too. (Dr. Meena Kute and Dr. Sanjay Shedmake). After the discussion on the curriculum, some modifications were also communicated to the BOS and the curriculum was modified after that. The following suggestions were communicated to the university-

- Inclusion of Micro teaching in the syllabus. 2017
- Revised the repeated content in the syllabus. 2017
- Change of pattern Semester to Annual.2019
- Revision of the Assignments 2019

1. Adapting the Curriculum to Local Context- Brainstorming was done to adapt the curriculum. The faculty members studied all the activities and components in the syllabus and suggested modifications/inclusions per the local needs. For example, in micro teaching, five skills are prescribed in the syllabus but skills like Reading, Demonstration, and AV Aids are required for all students, so the orientation of these skills was planned.

Mumbai is a metropolitan and multilingual city so during practice teaching students are required to use various languages, practice of a multilingual approach is provided to the students.

Nowadays schools are using ICT, students are given hands-on practice, using Smart interactive Boards, LCD projectors, etc. The college focuses on real-life experiences and experiential learning for the

students. Field visits for the purpose of study are organized frequently, Nehru Science Centre, Nehru Planetarium, Elephanta Caves, Raja Shivaji Museum, sea shores, and aquarium. For the core papers we organize visits to Special Schools, National Society for Equal Opportunities for the Handicapped, (NASEO). National Institute for the Blind etc.

1. **Various activities are planned for facilitating the students to understanding-self** (sessions of YOGA, Nature Walk (Mumbai Nature Park), and meditation)
2. **Research Project-** Students have to complete 50 marks research project; students are given guidance about thrust areas of research as per local needs.
3. **Rubrics For the Assessment-** The college has adopted the curriculum formed by SNTD Women's University, after reviewing our faculty members have developed assessment rubrics for each component in the syllabus. Separate practical books are developed for the first year and second year. All required information about the nature of the activity, expectations marks, and assessment rubrics are provided in the book.

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: B. Any 4 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: D. Any 1 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
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 100

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
8	10	8	8	12

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
8	10	8	8	12

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: 1****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
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	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: 47.51****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
95	90	81	95	88

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

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: 5.82

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
10	15	30	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

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:

The course of B.Ed. is designed in such a way that trainees become proficient teachers. Various activities and related fieldwork are designed in the course.

Reading and reflecting on texts: The practical work will serve as a foundation to enable B.Ed. Students read and respond to different texts in different ways and learn reflective thinking. There are five different activities in the reading & reflection.

Practice Teaching and Internship: A student teacher is required to attend an allotted school for entire school hours. The student teachers are required to submit attendance and internship completion certificate from the school principal. Along with teaching activities, student teachers conduct Various co-curricular programs, sports activities, competitions in the school. Here our students implement what they learnt in the theory. Our students also plan and execute celebrations of National festivals, birth anniversary/death anniversaries of our national heroes, and cultural programs.

Preparation for constructivist teaching-learning: These skills promote interaction, conduct group discussion/group problem solving, allow for self-expression and thinking, promote self-learning and facilitate understanding.

Learning to Use Computers in Education (Computer Project): These specific practical enables teacher trainees to explore educational websites and analyze its content. Students are expected to review

the information provided on the website, as well as present their analytical views. Also, students critically review OERs. Student teachers have to prepare one comprehensive multimedia presentation on a topic of their practice lessons.

Understanding Self: The activities in the Understanding -Self help our students to explore their self-esteem, self-identity, SWOC, and Creativity. They are also given the experiences of Nature walk, Yoga, Meditation, how to solve problems confidently etc. The practical also helps the students to become teacher as a reflective practitioners.

A basic or coherent understanding of the domain of teacher education:

Modeling effective teaching strategies plays a vital role in teacher training. Expert talks and sessions are organized by the college for this purpose. It helps students for a better understanding of the academic field in general and classroom challenges in particular. Students learn from the experiences of various resource persons. Sessions on the role of the teacher in changing times, and behaviour management in the classroom help the student to deepen the focus on understanding the teaching-learning process and the need to emerge with new strategies.

Procedural knowledge that prepares teachers for different levels of schooling skills specific to one's chosen specialization:

Content enrichment programs that aim to increase students' subject knowledge with age and conduct developmentally appropriate teaching strategies. Assessment strategies for various skills in subject areas are also developed through the sessions. The institute ensures that the students acquire the knowledge and skills of various levels of schooling through innovative techniques and hands-on experiences like internships, field engagements, field trips, laboratory work, etc. Innovative teaching strategies like demonstrations, seminars, brainstorming., group discussions, PowerPoint presentations, and the use of audio and video weblinks for clarity and understanding of each topic prescribed in the syllabus. These strategies allow students to further develop and enhance their skills in teaching and their professional competence during the internship program.

Ability to extrapolate from what one has learned and apply acquired competence:

The practice of skills such as storytelling, preparing creative teaching aids, effective classroom strategies, and reflective practices equips student teachers for their internships. They are encouraged to apply the knowledge from various workshops and sessions in their practice lessons. Students develop unit plans, create blueprints for assessment, and conduct assessments with formative and summative tools in the schools. They are given the opportunity to apply their knowledge in real situations.

During the two-year course of B.Ed. students participate in various university-level competitions for holistic development. They mainly include Youth Festival, Language Day, International Women's Day, Geography Day, Science Day, Mathematics Day, History Day, Hindi Language Day, Yoga Day through National Service Scheme (NSS), Environment Day, Human Rights Day, Road Safety Campaign, and Cleanliness Campaigns. For the all-round development and aware the students about recent developments in the field of education and their subject areas expert talks are organized.

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:

Nowadays school education is drastically changed, in the state of Maharashtra, Semi-English medium is being implemented in most schools, and schools are using ICT effectively (Smart Boards, Interactive Boards, LCD projectors, etc. As Mumbai city is a multilingual city mixed groups of students are there in the classroom. Parental attitude is also changed because of parental expectations stress has also become a part of student's life. Counseling has become an important measure for students. Nowadays students have exposure to information but they don't know how to convert it into knowledge. It is a big challenge before trainee teachers to make their lessons interesting and resourceful. Students' learning styles are different, and even the classroom setup is inclusive. Teacher trainees must be ready to face these challenges. For all this PVDT College of Education is doing deliberate efforts to strengthen the capabilities of our teacher trainees.

1. Training of using a Smartboard/interactive board/ LCD projector is provided to our students.
2. Students are given training to face multilingual classes, practice using cooperative learning strategies, time management, preparation of learning material, and use of multiple languages are given to the students.
3. During the internships, assignment is given to students to identify the differently able learners and study their characteristics their needs, and prepare and implement Individualized Education for them.
4. There is a course on Guidance and Counselling, and an interview with the school counselor is organized in the college. Students get familiarized with the issues of students. Exhibition of Career guidance is also organized in all the practice teaching schools by our teacher trainees.
5. While planning practice teaching, students are encouraged to study the learning styles of students and plan the lessons accordingly.
6. The college every year organizes workshops for the constructivist approach, during the two years of B.Ed. students have to take around twenty constructivist lessons.
7. Students are also given training to develop self-learning skills, and leadership qualities among school students.
8. Students are given orientation about different school boards and how their curriculum and activities are differed, like CBSE, ICSE, Cambridge Board, etc.

9. In the field of education nowadays MOOC, OER are used students are given orientation that how these OERs can be created and also how to use already prepared OERs for teaching in the school.
10. The College also encourages students to join self-study courses (Online Courses).
11. Students also prepared Video e-content for the school students.
12. Students are given orientation about different types of innovative learning strategies being used in the different corners of the world. Orientation for the NEP was also organized by the college for the students. The college has organized National Conference on NEP, all the students attended the lectures of experts organized in the conference.
13. As the college is situated on the university premises, many international delegates associated with the field of education visit, and students are given the opportunity to interact with them.
14. Students are given the opportunity to take practice lessons in different schools, for this rotation system is implemented.

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:

The curriculum developed by the university is comprehensive and focuses on the enhancement of professional competencies among the students. The theory is linked with practical experiences in the field. There is ample scope for the implementation of the theory. As a result of our enriched experience-oriented curriculum, our stakeholders especially practice teaching schools are very happy. Following are the important areas of professional acumen that are reflected through B.Ed. curriculum.

1. **Use of Varied learning resources for practice teaching-** Our students are regularly using innovative learning resources for practice teaching e.g., three-dimensional models, google map, online 3D images, google earth, blogs, OERs, and presentations. Our students have acquired skills in using ICT. Our practice teaching schools are enabled with Smart Boards and projectors, students use these ICT tools for lessons.
2. **Career Guidance Exhibition-** In each practice teaching group we have a group of 14 student teachers. During the internship, it is one of the important activities assigned to the students to orient secondary students about various careers through exhibitions.

3. **Constructivist Lessons-** School education has adopted a constructivist approach in schools. Our curriculum provides complete training in the constructivist approach to our B.Ed. students and because of these students conduct constructivist lessons very effectively in schools.
4. **Drama and Art in Education:** In our syllabus, there is a component of Drama and Art, our college provides training for writing scripts. For the purpose of this training, professional persons from the field of drama and art are invited. During the internship, students have to prepare a script, and school students enact the drama. Also, students conduct various programs related to art during the internship program.
5. The teacher is an agent of social change; the college takes efforts to develop social values among the students through NSS activities. Students take part in cleanliness campaigns and blood donations, and volunteer for various events. etc.
6. The college also assigns some responsibilities during the organization of National seminars/conferences, students involved as volunteers, photography of events, and anchoring. Some students also present their articles and research papers.
7. As a result of the training of technology some of the students have created their educational YouTube channels, blogs, and self-learning material.

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 stakeholders	View Document
Any other relevant 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: 96.4

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

2.1.2

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

Response: 20

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
06	12	07	9	16

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

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
00	00	00	000	00

File Description	Document
Data as per Data Template	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:

The assessment process at the entry level plays a crucial role in identifying the diverse learning needs of pupil teachers and their readiness to embark upon a professional education program. It also allows for the provision of appropriate academic support to ensure pupil teachers' success. In this regard, the college has implemented a comprehensive "Know the Learners Program" following the final round of admissions. This program comprises several activities designed to gather valuable information about pupil teachers' backgrounds, expectations, talents, and readiness for the academic journey ahead.

To begin with, the program initiates an activity that encourages pupil teachers to express their thoughts

and ideas. Pupil teachers are provided with specific questions relating to their expectations from the college, B.Ed. program, curriculum, teaching-learning practices, and teachers. This exercise allows us to gain insights into the pupil teachers' backgrounds and needs of the pupil teachers. By understanding their expectations and aspirations, the institution can tailor its offerings and support systems to align with pupil teachers' goals and provide a conducive learning environment.

Another significant component of the "Know the Learners Program" is the talent search activity. This activity serves the purpose of identifying and nurturing pupil teachers' hidden talents. By motivating pupil teachers to showcase their skills and abilities through a performance of their choice, the college creates an atmosphere that fosters personal growth and development. Recognizing and shaping these talents allows the institution to provide a holistic education that not only focuses on academic prowess but also supports pupil teachers in exploring their unique abilities and interests.

In addition, the program includes content knowledge tests, both written and oral, which carry a weightage of 50 marks (25 marks for objective type test and 25 marks for oral test). These tests aim to assess pupil teachers' readiness to study subjects other than their graduation subjects. By evaluating their proficiency levels and aptitude in these subjects, the method master can identify the gap in content knowledge and bridge this gap through necessary support. This ensures that pupil teachers receive appropriate guidance and support in areas where they may need additional assistance, enhancing their overall learning experience and gain teaching skills accordingly.

Furthermore, recognizing the importance of language proficiency, the college conducts an English language fluency test for those pupil teachers who wish to opt for the English medium. This test evaluates pupil teachers' fluency and proficiency in English, a vital skill for academic success in an English medium setting. Conducting this test ensures that pupil teachers who choose this medium are well-prepared to engage effectively with the curriculum and the broader academic community.

The college's commitment to a robust assessment process, as demonstrated through the "Know the Learners Program," showcases its dedication to understanding pupil teachers' diverse learning needs and providing the necessary support for their academic journey. By implementing these activities, the institution creates an inclusive and student-centric learning environment that fosters growth, supports individual talents, and prepares pupil teachers for a successful professional education program.

File Description	Document
Documentary evidence in support of the claim	View Document

2.2.2

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

1. Mentoring / Academic Counselling

2. Peer Feedback / Tutoring
3. Remedial Learning Engagement
4. Learning Enhancement / Enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled)
7. Multilingual interactions and inputs

Response: 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
Data as per Data Template	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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 21.89

2.2.4.1 Number of mentors in the Institution

Response: 9

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

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:

The pedagogical approach adopted by the college is commendable as it aligns with the current trends in education and aims to prepare pupil teachers for the demands of 21st-century education. PVDT strongly believes in learner centrality and constructivism and has been using this approach. The teaching-learning strategies used by faculty to promote student-centric pedagogy are diverse and cover various dimensions of learning, such as experiential learning, participative learning, inquiry-based learning, problem-based learning, and flipped learning.

The workshops organized by the teachers on teaching aid making, constructivist teaching, drama, and art in education, assessment rubrics preparation, and understanding self are particularly relevant as they provide a hands-on learning experience to pupil teachers and enhance their creativity, critical thinking, and reflective thinking skills.

Demonstrations: As a college of education, our focus is to develop teaching-learning and assessment skills. For this, we demonstrate various micro-teaching skills, constructivist Lessons, assessment, and evaluation tasks, various teaching methods, models of teaching, etc.

The project-based learning approach used by your faculty is an excellent way to promote collaboration, problem-solving, and ICT integration skills among pupil teachers.

Internship program in identified schools is also a practical approach to provide pupil teachers with opportunities to gain practical experience in teaching and learn from experienced teachers.

The field visits: Nature parks, historical or geographical sites, NGOs, institutions, special schools, museums, and cultural and educational places offer an opportunity for pupil teachers to experience learning beyond the classroom and gain practical insights into real-world situations.

Cooperative and collaborative methods like skits and role plays, exhibitions, group work, play-way methods, discussion, pupil teachers ' panel discussions, jigsaw, Q&A, online games, and peer tutoring by your faculty is an excellent way to promote active learning, engagement, and collaboration among pupil teachers.

Brainstorming / SWOC analysis: Brainstorming is a problem-based learning technique that encourages learners to generate ideas and solutions to a problem or challenge. Most of our faculty use debate, dialogue, and SWOC analysis strategies for Brainstorming.

Seminar Tutorials: many faculty members are using seminar tutorials to promote active learning and knowledge construction.

Film Shows Theater play: We conduct Film Shows in college and give opportunities to watch plays and reflect on it or discuss it in groups.

The use of reflective practices, such as writing reflection after every teaching-learning, practice, and field-based activity, is a crucial aspect of promoting reflective thinking and professional development among pupil teachers. Reflection allows pupil teachers to think critically about their experiences and identify areas for improvement, which is essential for their lifelong learning.

The flipped learning: Many of our teachers use a flipped classroom approach and accordingly pupil teachers are provided with instructional materials, such as videos, readings, or Presentations on LMS, to review before coming to class. During class time, pupil teachers engage in active learning activities, such as group work, discussions, problem-solving, and projects, with the teacher facilitating and guiding the learning process.

By adopting these strategies, your college is preparing pupil teachers to become lifelong learners who can adapt to the constantly changing demands of 21st-century education.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	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: 70.31

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
9	9	9	9	9

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: 49.75

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: 98

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

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
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.5

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

Response:

Continual mentoring provided by teachers plays a crucial role in the development of professional attributes in students. With this goal, we assign a highly experienced and qualified mentor for every student as per their pedagogical subject, language proficiency, and personality attributes.

The assigned mentor teacher serves as a role model and guiding force that enables students to acquire the necessary knowledge, skills, and attitudes required to excel in teaching professions. also, they ensure the cultivation of professional ethics and values in students. Through regular interactions with their mentors, students learn about the importance of integrity, honesty, and ethical conduct in their professional lives. They provide necessary academic, and moral support to students to overcome issues related to studying theory papers, practicing prescribed teaching skills in microteaching and practice teaching, doing various assignments, ICT integration into teaching-learning and assessment, facing university examinations, and participating in curricular and extracurricular activities like university youth festivals, Aavishkars preparing a portfolio and many more activities. Through continual mentoring mentors guide students in career planning and development. Teachers who act as mentors can help students identify their strengths, interests, and areas for improvement. Mentors provide guidance and technical support for various competitive examinations like TET, CTET, SET, NET, UPSC, MPSC, etc.

Moreover, continual mentoring facilitates the development of critical thinking, problem-solving, leadership, Innovation and creativity, and ICT abilities in students. Mentors provide valuable insights, encourage intellectual curiosity, and challenge students to explore innovative solutions to real-world problems. By engaging in meaningful projects, discussions, cocreation activities, exhibitions, and receiving constructive feedback, students enhance their analytical skills, enabling them to tackle professional challenges with confidence.

Furthermore, continual mentoring serves as a platform for nurturing effective communication and interpersonal skills in students. Teachers act as mentors, imparting knowledge on effective communication techniques, active listening, and the art of collaboration. Such skills are essential in today's professional landscape, where effective teamwork, client interactions, and presentations are often paramount for success.

Continual mentoring also fosters a sense of self-reflection and personal growth in students. Mentors encourage students to reflect upon their strengths, weaknesses, and areas requiring improvement. By

instilling a growth mindset, mentors inspire students to embrace challenges, persist in the face of obstacles, and continuously strive for self-improvement. This process not only enhances students' professional attributes but also contributes to their holistic development as individuals.

They assist students in setting realistic goals and creating personalized career paths, providing insights into industry trends, internships, and networking opportunities. Through this guidance, students can make informed decisions about their future and develop a clear vision of their professional aspirations.

This mentoring process extends beyond the boundaries of the classroom, fostering a supportive and enriching environment that empowers students to reach their full potential. Many times, mentors provide guidance and moral support to the student's personal and family-related Issues like domestic violence, and work-family balance.

By establishing a supportive mentee-mentor relationship, the institution creates an environment where students can thrive both academically and professionally.

File Description	Document
Documentary evidence in support of the claim	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: A. Any 5 or more 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

2.3.7

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

Response:

In accordance with the vision and mission of the Institute, the teaching-learning process focuses on nurturing creativity, innovation, intellectual and thinking skills, empathy, life skills, 21st-century digital literacy skills, etc. For this, various modes of learning, co-curricular activities, reflective practices, and integration of ICT are used extensively. To achieve this goal the institute adopts various strategies and approaches:

Inquiry-based learning: Faculty members extensively use open-ended questions, debates, brainstorming, and inquiry projects to teach theory courses.

Examples,

1. Conducting brainstorming sessions to explore and solve the issues of gender discrimination through the change in gender-biased language patterns, for teaching units like "Language and Society".
2. Investigation projects include conducting surveys and writing reports on topics such as the effects of gender, race, and social class on adolescent development, personality, and learning, or discussing multiculturalism and multilingualism in the classroom.

These activities support critical thinking, problem-solving, communication skills and research skills and promote reflection.

Problem-based and project-based learning: Faculty assign real-world problems or scenarios to small groups of student teachers, enabling them to collaboratively explore and propose solutions. In addition, small projects are assigned individually or collectively during classroom teaching.

Examples,

1. Student teachers work on solving English language reading problems faced by 7th-grade students,
2. Analyze the current curriculum with respect to Indian values and core elements,

Or do case studies on individual learners.

These activities enhance research skills, critical thinking, problem-solving, creativity, innovation and report writing.

Collaborative and Cooperative Strategies: Group discussions, think-pair-shares, group projects, simulation games, panel discussions, and brainstorming are used extensively to develop the intellectual and social skills of the students.

Example,

Collaboratively create a concept map on learner-centered pedagogy, and encourage students to share their ideas and perspectives.

Experiential learning strategies: Workshops, Internships, Field visits, Education tours, and many Practice activities have been used to teach prospective courses, pedagogical courses, and Enhancing Professional Capability courses to give real-world experiences and build empathy towards others.

Examples:

Workshop on various **topics such as** Micro teaching and Skills Integration, Constructivist lessons, Reding and reflection, Understanding Self, Drama, and Art in Education, ICT integration in Education, Preparation of the Unit test, Developing verbal/ linguistic creativity, Teaching aid development, Assessment rubrics preparation, etc.

Internship: 20 Weeks of school internships with a bunch of activities

Field visits to a Special school, Redhibition center, Museum, Historical sites, Geographical sites, botanical gardens, Science center, Pustkanche Gaon (A village of Books), Exhibitions, etc.

Educational tour to different parts of the country.

Cocurricular activities like NSS, Rally, Fund collections for social harmony foundation, and social awareness programs.

Various Day celebrations with the planning and execution of the student teachers like teachers day, environmental day, Marathi Bhasha Day, National Science Day, Youth Day, and many more.

Exhibitions prepared and organized by student teachers on the following topics Indian culture, Carrier opportunities, teaching aids, science projects, language fairs, Historical things, and posters on special occasions.

Practice activities: In a simulated situation or in a real-world situation we promote the practice of their learning like “Planning and implementing a lesson for implementing cooperative learning techniques and writing a report based on the experiences obtained” or “Planning and implementing a lesson to promote creative thinking and writing a report based on experiences obtained”.

Blended learning and flipped classroom: Faculty use learning management systems (LMS) such as

sndt Moodle, Canvas, Edmodo, and Google Classroom to assign learning resources and facilitate online discussion forums, interactive activities, and in-class discussions. This approach goes beyond content delivery, promoting critical thinking, discussion, and reflection. LMS platforms also enable continuous formative assessment and grading, while boosting students' ICT skills.

Example

Educators use flipped learning to teach examination reforms in India by providing key historical documents and a video on the LMS related to examination reforms, students explore them at home or in traveling while coming to the college and in class discuss their impact, current status, or their relevance in contemporary times.

Reflective practices: Reflective thinking is promoted after each learning exercise through key points before, during, and after the activity. Reflective diary writing is encouraged to transform student teachers into reflective practitioners. Reflective thinking is integrated into practice lesson plans, Enhancing Professional Capability (EPC) activities, and assignments.

Mentoring: The institute has a well-structured mentoring system where each student is assigned a mentor who provides personalized support for their personal and professional growth. Mentors nurture creativity, innovativeness, thinking skills, empathy, life skills, and 21st-century skills. Student teachers perform cultural activities on the annual social day under the guidance of their mentors, and EPC activities are completed with mentor support.

Application-oriented assignments: Assignments are designed to be application-oriented, supporting skill development. For example, using online survey tools, students collect information about an educational problem.

An open, flexible and conducive learning environment, expert mentorship and active learning engagement of the learner ultimately equip them to excel in 21st-century skills.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4 Competency and Skill Development

2.4.1

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**

- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

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

2.4.2

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

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

Response: 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: A. All 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: A. All 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

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

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Our university has meticulously designed a comprehensive 20-week internship program, which includes a well-structured schedule with phased activities for students in their second year. Despite the challenges posed by the Covid-19 pandemic and the associated restrictions, we successfully conducted an effective

online internship in schools. To ensure the internship's success, we utilized various online tools and teaching aids, including interactive live lessons on Google Meet. Additionally, we encouraged students to actively engage with these resources and actively participate in a range of online activities.

To systematically planned and well prepared our internship programme, we have implemented several key measures:

- 1. Internship Book or Journal:** We have developed an Internship Book or journal that serves as a comprehensive record of all internship activities. This book provides detailed information about the mandatory tasks to be completed during the internship period. It also includes self-explanatory templates for writing activity reports, encouraging students to reflect on their experiences. Moreover, an objective assessment rubric is provided to evaluate each activity, accompanied by written feedback.
- 2. Selection of Schools:** At the beginning of the academic year, we collect relevant information from students, such as their undergraduate/postgraduate background, place of residence, medium of instruction, and school preferences (morning/afternoon). Based on this information, we identify and approach suitable schools. We obtain written permission from the school or competent authorities to ensure a formal agreement for the internship. Subsequently, our designated group in-charge Teacher Educators visit these schools, meeting with principals and discussing curriculum requirements, expected learning outcomes, prescribed activities, and any other specific requirements related to the internship period.
- 3. Group In-charge Teacher Educator Allotment:** To ensure the smooth progression of the internship, we assign an expert Teacher Educator as a monitoring authority to each school group. These Teacher Educators make regular visits to the schools, ensuring the completion of all prescribed internship activities in coordination with the school principal, supervisor, and subject teachers. They provide necessary support and guidance to the students, evaluate their work, and provide final grades.
- 4. Internship Orientation:** One week before the start of the internship, we conduct a two-step orientation session for all students. The first step involves a comprehensive orientation where we explain all activities, the duration and phases of the internship, and provide an overview of the entire program. The second step is a detailed orientation specific to the local context of each school. This includes information about the school culture, customs, expectations, timetable, student demographics, and other relevant aspects. The group teachers in respective school groups facilitate this orientation.
- 5. Appointment of School Subject Teacher as a Local Mentor:** During the initial meeting with the school teachers, the group in-charge Teacher Educator, in consultation with the school principal, appoints a subject teacher from the school as a local mentor for all the interns. These mentors provide guidance and support to the students throughout their internship, focusing on their specific subjects and related activities.

By incorporating these professional measures into our internship program, we aim to provide a structured and enriching learning experience for our students. These initiatives ensure that students gain practical exposure, develop relevant skills, and foster professional growth during their internships.

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

2.4.9

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

Response: 10.89

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

Response: 9

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The institute has established effective monitoring mechanisms to oversee the internship program, ensuring its smooth execution. The key responsibility of monitoring the interns' work lies with the Mentor Teacher Educator, who is appointed specifically for this purpose. The Mentor Teacher Educator is entrusted with the task of implementing all internship-related activities and ensuring the students' learning progress by closely monitoring their skill development. They also provide timely support and constructive feedback to facilitate the interns' growth. Furthermore, the Mentor Teacher Educator assesses and assigns grades to the student's performance in various internship activities.

To ensure comprehensive monitoring, we have implemented the following practices:

Mentor Visits to Internship School: The assigned Mentor Teacher Educator conducts regular visits to the school where the internship is taking place. These visits occur twice a week and serve as an opportunity for the Mentor Teacher Educator to review the progress of the pupil teachers' work. During these visits, valuable feedback and guidance are provided to assist the student teachers in achieving the prescribed learning outcomes of the course.

Internship WhatsApp Group: An Internship WhatsApp group has been established, which includes the college principal, the school principal, Mentor Teacher Educator, and all the interns. This platform serves as a means of communication and collaboration, allowing the pupils teachers to share their group activities, discuss plans, address issues and problems, and monitor the students' engagement in the school. It facilitates efficient information exchange and fosters a sense of community of learning among the pupil teachers.

Internship Attendance Sheet: An attendance sheet is maintained throughout the internship period and shared on a daily basis via the WhatsApp group at the end of the day. This practice ensures authentic record-keeping of the interns' attendance and enhances transparency and accountability in monitoring their regular presence.

Local mentor school teacher: The Mentor Teacher Educator fulfills their responsibilities with the assistance of subject teachers in the school. Additionally, a local mentor school teacher is appointed at

the beginning of the internship program. This appointment is made in consultation with the school principal, taking into consideration the teaching pedagogical subject of the students.

The assigned local mentor teacher plays a crucial role in guiding the interns by explaining the subject's content and teaching structure. They also provide guidance and feedback on lesson planning, practice lessons (especially constructivist lessons), and observing lessons. The local mentor teacher is responsible to monitor pupil teachers' work such as taking attendance, preparing timetables, conducting co-curricular activities, etc. Also, they provide opportunities and guidance for organizing visits and rallies. Additionally, the mentor teacher evaluates and grades the assigned assignments and activities during the internship period.

Regular progress reports are shared with the teacher and Mentor Teacher Educator to assess the student's skill development.

By implementing these monitoring practices, we ensure comprehensive and effective oversight of the internship program, facilitating the professional growth and development of our pupil teachers

File Description	Document
Documentary evidence in support of the response	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: A. All 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

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 75.29

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 85.94

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

Response: 11

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

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

Response: 12.69

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

Response: 165

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:

Teacher education is a dynamic field, constantly evolving to meet the changing needs and challenges of education. To stay updated in the light of the changes happening across the globe and effectively incorporate changes in teacher education, institutes, and teacher educators employ various strategies and initiatives.

Continual Professional Development:

Teacher educators recognize the importance of updating their knowledge, skills, and competencies. They engage in a range of activities such as reading books and journals and participating in training programs, orientation sessions, refresher courses, online courses, workshops, seminars, and conferences. These opportunities enable them to learn about new plans, policies, programs, educational innovations, teaching methods, assessment approaches, and technological advancements. By attending and presenting in various forums, both locally and internationally, they contribute to the dissemination and exchange of

knowledge.

Institutional Support:

Institutes provide support systems for professional development and knowledge-sharing among teachers. Faculty members are encouraged to attend professional development programs organized by their home institution and other educational organizations. The college management provides financial assistance and grants paid leaves to facilitate faculty attendance at seminars, workshops, and conferences at various levels.

In-House Professional Development Initiatives:

To promote sharing of new knowledge, ideas, and learning within the institution, faculty development workshops, expert talks, faculty meetings, and discussion sessions are organized. Typically, the Internal Quality Assurance Cell (IQAC) takes the initiative in arranging such events. An example of an in-house professional development initiative is the "**Share Your Learning Activity**," where faculty members who have recently completed or attended any form of professional development program present their key learnings to their colleagues. Additionally, faculty members write papers and blogs to encourage reading and discussions among their peers. The institution's library, laboratory, and e-resources are utilized by faculty to stay informed about recent developments in education. Furthermore, faculty members explore and self-learn new technologies to enhance their teaching practices.

Collaboration and Networking:

Faculty members actively engage in collaborations and networking to remain updated and informed about the latest developments in education. They participate as resource persons in various institutions and forums, including those organized by bodies like NCERT-CIET and UNESCO open education chair. Interactions with school teachers, principals, and student teachers provide valuable opportunities for learning and sharing best practices. The college principal plays a crucial role in communicating relevant information received from the university to the faculty, ensuring a seamless flow of knowledge. Additionally, teachers leverage technology, such as WhatsApp groups, to connect with colleagues and professionals both within and outside the institution. These platforms facilitate communication, information sharing, and discussions on policies, regulations, and educational advancements.

By embracing these professional development initiatives and fostering strong networking relationships, teachers in institutes remain committed to lifelong learning and uphold the highest standards of teacher education.

File Description	Document
Documentary evidence to support the claims	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:

The B.Ed. Program incorporates the Continuous and Comprehensive Evaluation (CCE) approach, which ensures a balanced allocation of 50% weight for external evaluation and 50% for internal evaluation. Through a range of activities, including practice sessions, workshops, projects, field engagement, assignments, and portfolio assessment, students develop and demonstrate their professional competencies, with their progress and performance being accurately documented and evaluated.

A. Practice Activities:

Micro-teaching skills practice: Students work in small groups under the guidance of teacher educators to plan and execute micro lessons, including teach-reteach cycles.

Integration lessons: Students plan and implement lessons that integrate multiple skills within small groups, under the guidance of teacher educators.

Constructivist lessons: Students design and conduct lessons using problem-based, collaborative, self-learning, and experiential learning methods, facilitated by teacher educators.

B. Workshops:

Reading and reflection on texts: Students participate in workshops where they engage in activities such as reading books, reflecting on research articles, analyzing media content, and discussing their insights in small groups under the guidance of teacher educators.

Workshop on understanding self: Students complete various activities aimed at self-reflection and self-awareness, sharing and discussing their experiences with the class under the guidance of teacher educators.

Workshop on Drama and Art in Education: Students participate in activities related to drama and art, sharing and discussing their outcomes with the class under the guidance of teacher educators.

C. Projects:

Computer project: Students undertake a computer-based project, completing three different activities with the support and supervision of teacher educators.

Research project: Students select a school-level problem, conduct research on it, and present their findings under the guidance and supervision of teacher educators.

D. Engagement with Field (EWF):

Practice teaching lessons: Students complete a set of 30 practice teaching lessons during their internship, gaining hands-on experience as regular teachers.

Internship: Students undertake various school-related activities, assuming the role of a teacher in a real school environment.

To facilitate internal assessment for EPC and EWF activities, the institute has developed well-structured assessment rubrics for each activity. These rubrics enable teacher educators to assess students' performance in real-time, providing constructive feedback and identifying areas for improvement. The scores obtained are recorded in the students' workbooks.

Additionally, students are assigned **26 different types of assignments** across all 12 theory papers. These assignments encompass library work, field projects, field visits, exhibitions, lesson planning, preparation of unit tests, and collaborative work. Subject teachers guide students in completing these assignments, providing feedback and assigning marks accordingly.

At the end of the two-year program, students are required to **prepare a portfolio** showcasing their work and present it to a group of mentor teachers for assessment. The assessment considers the students' overall performance, consistency in their work, and achievements throughout the program. Marks are awarded based on the evaluation of the portfolio.

The marks for internal work are recorded in the students' practical workbooks by the observing professor. At the end of the academic year, an appointed professor verifies and converts these marks. A summary of the marks is then submitted to the internal evaluation committee of the college, which finalizes and submits the internal evaluation data on the University portal.

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

2.6.2

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

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

Response: 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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Ensuring an effective mechanism for grievance redressal related to examinations is of paramount importance to uphold transparency, fairness, and accountability in the evaluation process. A well-structured grievance redressal system serves as a safeguard, providing students with a platform to address concerns, disputes, or complaints regarding examination-related matters, thereby safeguarding their rights and interests and maintaining the integrity of the examination system.

Our college has implemented a comprehensive policy regarding internal assessment and evaluation, which includes the following measures to ensure fairness and transparency:

1. **Pre-defined Assessment Criteria/rubrics:** Each internal assessment task is accompanied by pre-defined assessment criteria/rubrics, providing clear guidelines for the assessment process. These criteria enable assessors to assess students' work consistently and objectively.
2. **Immediate Feedback:** After every activity, students receive immediate feedback along with their marks or grades. This prompt feedback facilitates student understanding of their performance and areas for improvement.
3. **Display of Assessment Results:** The assessment results of theory paper-related assignments are promptly displayed to students after evaluation. This transparency allows students to verify their assessed work and raises any concerns if discrepancies or errors are identified.
4. **Moderator Appointments:** At the end of the academic year, random moderators are appointed to review the complete internal work of students. This process ensures accuracy and transparency in evaluation by cross-checking the scores assigned by assessors and their conversions.
5. **Complaint Filing Procedure:** Students are provided with a reasonable timeframe to file complaints related to the evaluation process or their marks. These complaints are addressed by the internal assessment committee led by the college Principal,
6. **Impartial Committee Meetings:** The principal convene committee meetings to review and address grievances impartially. The committee reviews the complaints thoroughly and, if necessary, re-evaluates the work by assigning it to another faculty member. Final marks are

determined based on this reevaluation process.

7. **Moodle-based Peer Assessment:** In some courses, a Moodle-based random peer assessment of theory paper-related assignments is conducted. This method ensures a fair and unbiased evaluation by using average marks or grades assigned by peers and a cumulative grade sheet prepared by LMS.
8. **Communication:** Throughout the grievance redressal process, the institution maintains clear and effective communication with students. Regular updates are provided to students regarding the progress and outcome of their complaints, ensuring transparency and addressing any concerns they may have.

By implementing these measures, our college strives to ensure accuracy, transparency, and fairness in the evaluation process, creating a conducive environment for students to voice their concerns and grievances related to internal assessment and evaluation.

In conclusion, our college has implemented a well-defined policy and mechanism for grievance redressal related to examinations. Through pre-defined assessment criteria, immediate feedback, display of assessment results, moderator appointments, an impartial committee, Moodle-based peer assessment, and clear communication, we uphold transparency, fairness, and accountability in the evaluation process, protecting the rights and interests of our students.

File Description	Document
Any other relevant information	View Document

2.6.4

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

Response:

The preparation of an academic calendar is a crucial aspect of institutional planning and scheduling. The academic calendar serves as a comprehensive framework for organizing curricular and co-curricular activities, as well as internal assessments. In our institution, the academic calendar is developed by the Planning Committee in alignment with the academic calendar of SNDT Women's University, Mumbai, which governs the institute.

To ensure inclusivity and collaboration, the development of the academic calendar involves consultation with faculty members, students, and school principals. This collaborative approach guarantees that all stakeholders have a voice in the planning process. The finalized academic calendar is then uploaded to the college website and shared with the students and teachers.

The academic calendar provides a clear timeline for various activities, including curricular, co-curricular, and internal assessments. This enables faculty members to plan their teaching and learning processes accordingly and allows students to prepare in advance for internal assessments. Additionally, the academic calendar includes allocated time for internal evaluation, practicals, and fieldwork, ensuring the smooth execution of these activities within the institution.

The Internal Assessment Committee plays a vital role in preparing the annual plan for internal evaluation. This committee collaborates with the college academic planning committee to incorporate the internal assessment schedule into the overall academic timetable. By aligning the internal evaluation dates with the academic calendar, faculty members and students are aware of the evaluation timeline, facilitating proper planning and preparation.

The institution follows the Continuous and Comprehensive Evaluation (CCE) approach for assessing students' performance in Enhancing Professional Capabilities (EPC) and Engagement with Field (EWF) activities. Assessment rubrics are provided to faculty members, who evaluate students' work based on these guidelines. Once all activities are completed and before the university examinations, internal work submissions are scheduled according to the academic calendar. Students submit their work to the assigned professor for review and grading.

For the internal assessment of theory courses, faculty members assign and assess assignments, providing feedback for improvement. After the final submission, the marks are recorded in the internal assessment data sheet prepared by the Internal Assessment Committee. The committee then reviews all internal work and marks/grades, which are displayed on the notice board for a specified period. Subsequently, the marks are uploaded onto the university portal as per the schedule provided by the university's examination section.

While the institution strives to adhere to the academic year planning for internal evaluation, unforeseen circumstances may occasionally necessitate slight adjustments to the schedule. For example, the initial wave of the COVID-19 pandemic and subsequent lockdowns disrupted the regular academic schedule, impacting adherence to the academic year plan.

In summary, the institution's academic calendar serves as a foundation for organizing curricular and co-curricular activities, including internal assessments. The collaborative development process, adherence to timelines, and effective communication with faculty and students contribute to the smooth implementation of the academic calendar, supporting the overall educational experience within the institution.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	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:

SNDT Women's University adopts an outcome-based modular approach to structure the B.Ed. syllabus, ensuring that the syllabus, teaching-learning practices, and assessments are aligned with this approach.

The syllabus incorporates Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) modules-wise, and at our institution, we plan our teaching-learning and assessment strategies in accordance with these outcomes.

To facilitate this alignment, we have established a **College Academic Planning Committee** responsible for coordinating all curricular, co-curricular, and extracurricular activities. This committee ensures that these activities are designed in line with the PLOs and CLOs, and monitors all academic initiatives to guarantee their alignment with these outcomes.

Furthermore, our teachers are required to develop **course-wise teaching plans** at the beginning of each academic year. These plans encompass the alignment of PLOs and CLOs, with module-wise teaching strategies designed to meet these outcomes. The plans also incorporate formative and summative assessment strategies to effectively track student progress. Each year, teachers revise and enhance their teaching plans based on the analysis of learning outcome achievements from previous years.

In order to achieve the desired outcomes, our teachers employ a **variety of teaching-learning approaches**. These approaches encompass active learning, experiential learning, participative learning, problem-solving methodologies, cooperative and collaborative learning strategies, as well as inquiry-based strategies such as Q&A sessions, brainstorming, peer sharing, and focused group discussions. We also utilize a flipped learning approach to ensure the attainment of predefined PLOs and CLOs.

Continuous formative assessment is an integral part of our teaching-learning process, and we employ innovative assessment strategies and techniques to track the achievement status of PLOs and CLOs. Our faculty utilizes a range of assessment methods including quizzes, reflective discussions, co-creation activities, projects, assignments, observations, portfolios, debates, Q&A sessions, and peer reviews. To support these assessments, we extensively employ assessment rubrics and innovative technologies such as Testmoz, Kahoot, Quizlet, Padlets, Poll Everywhere, Menti Meter, Google Forms, and Moodle (Learning Management System)-based assessments like graded discussions, quizzes, assignments, and H5p activities.

To effectively meet the PLOs, we organize various **co-curricular and extracurricular activities** such as add-on courses, day celebrations, cultural and sports activities, special lectures on current issues, and workshops on topics like teaching aid preparation and cyber awareness. We also engage in NSS activities, field visits, and exhibitions, among others.

The implementation of **ability enhancement courses** is meticulously planned and executed to align with the predefined PLOs and CLOs. These courses include skill development workshops like Micro Teaching, Understanding Self, Constructivist lessons, Drama and Art in Education, and Educational Planning workshops. The assessment of students' work is conducted using predefined assessment rubrics that have been developed in alignment with the CLOs. Additionally, various projects such as computer projects and research projects are assigned to students to meet the PLOs. These projects are assessed using assessment rubrics that align with the CLOs.

As part of the Enhancing Professional Capability courses, students are required to **prepare a portfolio** throughout the two years of the B.Ed. program. This portfolio showcases their learning journey, supported by evidence and reflections on their progress. Through this activity, students actively track their achievements of PLOs and CLOs, and their mentors closely monitor their overall development. Many students choose to prepare and submit their portfolios online for quick and easy

sharing.

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

2.7.2

Average pass percentage of students during the last five years

Response: 97.14

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
97	85	92	94	74

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
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:

Students Performance Assessment

The student teachers' performance is measured in terms of Disciplinary knowledge, Cognitive abilities, Teaching competence, Professional skills, Abilities to use information and communication technology (ICT), ability to conduct research and aptitude toward the profession and community. An assessment of

all these areas of student teachers' development leads to a better understanding of the progress in student performance and the emergence of attributes that are fundamental to the process of teacher preparation. The Disciplinary knowledge and Cognitive abilities are monitored through the various assignments and different formative assessment techniques. The development of professional attributes is monitored through the various EPCs and EWF activities that are prescribed by the University syllabi and personalized by the teacher educators as per the local context.

Assessment of Disciplinary Knowledge and Cognitive Abilities

The University does not prescribe internal exams for internal assessment in B.Ed. programme. Assignments are a part of the internal assessment procedure prescribed by the University. Along with the prescribed assignments Teachers use various formative assessment strategies like Q&A during teaching, Quizzes, polls, graded discussion forums, projects like preparing a concept map, and posters, Preparing group presentations on various concepts, Seminars, Workshop outcomes, debates, and dialogue, interactive content on LMS like H5P, Quzzlet, Eddpuzzl. Through all such activities, students' performances are assessed and analyzed by the teacher educators for the attainment of Course Learning Outcomes (CLOs).

The cognitive attainment of Disciplinary knowledge and students are ascertained by analyzing the attainment of students' performance in an assigned activity. The activity-wise analysis helps to understand the attainment of the different CLOs which are given in the form of Student Learning Outcomes (SLOs). Accordingly, teacher educators give feedback or facilitate students learning through necessary changes in the teaching-learning process and provide additional resources to ensure the achievement of SLOs.

Assessment of Professional Attributes

The B.Ed. program includes specific courses known as Enhancing Professional Capabilities (EPCs), prescribed by the University syllabi. In the first year, students complete five EPCs, namely:

EPC-1: Skill Development Program - Micro-teaching and Integration Lesson

EPC-2: Teaching-Learning Competency - Reading and Reflecting on Texts and Preparation for Constructivist Teaching-Learning

EPC-3: Learning to Use Computers

EPC-4: Understanding the Self

EPC-5: Drama and Art in Education

In the second year, students undertake two additional EPCs:

EPC-6: Research Project

EPC-7: Portfolio

Most of these EPC activities are conducted in workshop mode, involving a team of teacher educators and external experts in specific fields. During these workshops, students are assigned various activities, and their performance is assessed by a mentor teacher using predefined assessment rubrics. The mentor teacher also tracks the attainment of CLOs throughout the formative assessment. Additionally, students engage in field activities and internships (EWF) to further enhance their practical skills. All these activities are also assessed and graded by observer teacher educators, and school teachers. It helps to give feedback and support to achieve CLOs and PLOs. Students are also required to prepare a portfolio, which serves as a reflective tool for consolidating their learning over the two-year program it reflects their collective status of PLOs. Continuous internal assessment enables monitoring of students' progress in cognitive, professional, and attitudinal development.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 98

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

2.7.5

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

Response:

Initially Identified Needs and Assessment Tasks

To identify the needs of students, a series of activities were conducted under the program "Know the Learners," accompanied by mentoring sessions. Mentors held meetings with the students to gauge their initial level of readiness and identify areas requiring attention.

Commonly identified areas requiring attention:

- It was often observed that students lacked confidence and had limited content knowledge, especially if their chosen school subject differed from their degree subject.
- Their speech may be influenced by their dialect, particularly the Agari language, making it challenging for them to speak in front of others.
- Furthermore, they faced difficulties due to limited proficiency in the English language and a lack of ICT-related skills.

Commonly identified needs among students included training in English language skills and ICT skills.

The continuous formative assessment helps determine the extent to which the initially identified needs of students were addressed through the concerted efforts of the educators. Assessment rubrics and written feedback, along with students' self-reflections on each activity, provide clear evidence of their initial performance level, learning needs, and final performance. Activities such as practice lessons, co-curricular activities, and reflective portfolios showcase students' developmental journey as teachers.

Comparison of Soft Skills and Vocabulary

Initially, students may struggle to speak confidently for 3-5 minutes during micro-teaching sessions, with limited content knowledge. However, as they progress through the EPC activities, they gradually gain confidence and become more proficient in teaching skills and classroom management. In-depth discussions on various subjects reveal a remarkable transformation, which students proudly include in their portfolios.

The adoption of a multilingual approach to teaching and learning enables students, who initially heavily rely on their native language, to become proficient in multiple languages. This development in multilingualism becomes evident through their active participation in seminars, presentations, and group work.

Comparison of ICT Usage and Pedagogical Content Knowledge

At the beginning of the course, some students lacked basic ICT skills, such as the use of MS Office tools, even many of them not having an email ID or understanding login credentials. However, by the end of the program, students were not only proficient in using tools like Word, Excel, and PowerPoint but also capable of creating their own e-portfolios, actively blogging, and effectively utilizing the Learning Management System (LMS) for collaborative work. They developed multimedia presentations, employed tools like Google Forms and TestMoz, and even created puzzles and games using platforms like Quizlet and Kahoot. This success in integrating ICT into pedagogical practices showcased the effectiveness of the ICT Proficiency Course and demonstrated how students embraced digital technology for learning.

Pedagogy courses, workshops, value-added courses, and internship experiences contributed to an

increase in students' pedagogical content knowledge, as evidenced by their improved practice lesson marks.

The students' portfolios provided valuable insights for reflecting on the institution's efforts to address student needs. This serves as a foundation for continued efforts in designing learning experiences that better cater to student requirements.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.64

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: 1.2

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
00	1	04	01	00

File Description

Document

Sanction letter from the funding agency

[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: 0.14

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
0	0.3	0.08	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: A. Any 4 or more 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: B. Any 3 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
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: 1.95

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
03	07	02	11	02

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: 1.8

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
06	04	03	01	09

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:** 9.4**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
17	05	18	01	06

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:** 45.61**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
92	84	90	93	72

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: 44.66

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
92	84	84	92	70

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:

The teacher is an agent of social change and education is a powerful tool to bring desired change in society. Our B.Ed. the curriculum is in line with community services. For all the components in the syllabus, social outreach is focused. The curriculum focuses on understanding social issues, research, awareness programs, community service, fostering national integrity, social harmony, etc.

For achieving these goals following efforts are done by the college.

1. Lessons are integrated with Core elements/ values and Life skills- For all lessons, students have to plan indirect activities to focus on the core elements and values given in the National Policy on Education 1986. Also, students have to focus on the development of life skills given by WHO among the students.
2. Research Projects: All the students are assigned research projects, during the two years students have to complete three small research projects. A) Research Project (50 Marks), Survey (Course Critical Understanding of ICT25 Marks), Gender School and Society (25 Marks). Students are

- encouraged to take social issues for the research project.
3. Blood Donation Camps- Under the NSS activities every year at least twice a blood donation camp is organized in the college.
 4. Visit to NGO- Under the assignment of Gender School and Society, students have to study at least one NGO, its work, functioning, etc.
 5. Career Guidance- Every year for secondary school students our B.Ed. students organize Career Exhibitions in their respective practice teaching schools.
 6. Cleanliness drive- after the Ganesh Chaturthi immersion idols of Ganesh are there in the sea, our NSS volunteers along with BMC join the cleanliness drive at various places in Mumbai city. Also, after 6th December we organize a cleanliness drive at Dadar Chaupati and Shivaji Park.
 7. Communal harmony funds- Under the scheme of MHRD our college collects funds for communal harmony and submitted to MHRD.
 8. Our college also conducts visits to old age homes, Shantivan (Leprosy Prevention Society, Panvel)
 9. Program for Differently able students- During the internship program B.Ed. students have to identify students with special needs and prepare individual education plans and treatment for them.
 10. The college also organizes expert talks on various social issues for our students, e.g., domestic Violence and the Rights of Women, Health awareness programs, training in Yoga and Meditation, Self Defence, the Importance of saving, time management, etc.
 11. Our students also participated in the workshop on Experiential learning also visited small towns nearby.
 12. Every year we conduct various competitions like poster making, slogans, rangoli, debate, elocution, etc. For these competitions, we give social issues to focus on.
 13. Our students also organize exhibitions representing various states.
 14. Recipe competitions are also organized to develop a sense of national integrity among students.
 15. National Human Rights Day, constitution day, national Voters Day, International AIDS Day, and International Women’s Day is also celebrated in the college with various programs.
 16. During the Covid-19 crisis, our students created awareness videos and circulated them through social media.
 17. For environmental awareness every year on the 5th of June our students conduct a program of “Vrukshabandhan”

In this way, PVDT College of Education is focused on sensitizing students towards community development through manifold activities.

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: 2

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
01	0	01	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	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: 2.2

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
2	03	2	2	2

File Description	Document
Data as per Data Template	View Document

3.4.2

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

Response: 2**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: 2

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: E. None 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:

PVDT College of Education, a constitutional college of SNDT Woman's University, has been serving as an esteemed institution since its establishment in 1959. The college is committed to providing quality education and a conducive learning environment to its students. In addition to its academic programs, PVDT College offers various facilities and services to enhance the overall experience of its students and faculty.

1. Patkar Hall: College claims the spacious Patkar Hall, which has a seating capacity of 700. This hall serves as a venue for academic lectures, cultural programs, and various events organized by the college.
2. Committee Room: To facilitate conferences, workshops, and other academic activities, the college provides a dedicated Committee Room. This room serves as a space for collaborative discussions and decision-making processes, fostering an environment of intellectual growth and exchange.
3. Badminton Hall: College recognizes the importance of physical fitness and provides an indoor Badminton Hall. This facility allows students to engage in recreational activities and promotes a healthy lifestyle.
4. Hostel Facilities: The college offers hostel facilities to cater to the accommodation needs of B.Ed. students. The hostel provides a safe and comfortable living environment, enabling students to focus on their studies.
5. Canteen: The college features a canteen facility that caters to the dietary requirements of students and faculty. The canteen offers a variety of nutritious meals and refreshments, creating a vibrant social space where individuals can relax and interact.
6. University Library: College students have access to the SNDT Woman's University library, which serves as an additional resource for academic and research purposes. The library offers a wide range of books, journals, and digital resources, enabling students to enhance their knowledge and deepen their understanding of various subjects.
7. Technical-Enabled Classrooms: To keep up with the advancements in education technology, College has incorporated technical-enabled classrooms. These classrooms are equipped with state-of-the-art audio-visual equipment, interactive whiteboards, and multimedia systems. Such technological integration enhances the learning experience by promoting interactive and engaging teaching methods.
8. Computer Rooms: The college recognizes the importance of computer literacy in today's digital age. Hence, the college has dedicated computer rooms equipped with 20 computers. These rooms provide students with hands-on experience and access to relevant software and online resources. The computer rooms are conducive to learning and support the development of essential digital skills.

9. Girls' Washroom with Sanitary Napkin Disposal Machines: College prioritizes the well-being and comfort of its female students. To cater to their hygiene needs, the college has established a girls' washroom equipped with disposable machines for sanitary napkins. This provision ensures that female students have easy access to necessary sanitary products, promoting their overall health and convenience.
10. Collaboration with LT Nursing College: College has collaborated with LT Nursing College to provide medical facilities to its students. This collaboration ensures that students have access to necessary medical support and care while studying at college. The partnership with LT Nursing College highlights the college's commitment to the holistic well-being of its students.
11. Health Center- The university has provided a health center on the premises, for any casualty primary first aid is provided to our students.
12. CCTV - In each classroom and corridor CCTV cameras are installed for the safety of our 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: 29.41

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

Response: 5

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

Response: 17

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: 21.45

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
0	2.09877	0.42251	2.74829	0.75116

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:

The college takes continuous efforts to provide the best learning resources to our students. There is a collaboration between the college library and the central library of the university. Although the

installation of the SOUL software is currently in progress at the college library, the library already offers several resources and services. The library aims to enhance the learning experience and facilitate the research endeavors of the students. A separate library card from the central library is issued to our students.

The central library is equipped with a vast collection of resources and is fully automated with SLIM software. The central library acts as a comprehensive resource hub for students, providing access to a diverse range of books, e-books, e-journals, and databases.

The university central library boasts an impressive collection of over 2 lakh 32 thousand books, 84 thousand e-books and e-journals, and access to 51 databases. This wide array of resources caters to the varied academic interests and research needs of the students. The extensive collection ensures that students have ample material to support their studies and enhance their understanding of different subjects.

Both the college library and the university central library provide reading room facilities. These spaces are designed to create a quiet and conducive environment for students to engage in focused study and research. The reading rooms are equipped with comfortable seating arrangements and provide a peaceful ambiance for students to immerse themselves in their academic pursuits.

The library system allows students to borrow books for a week. Each student is entitled to borrow two books at a time. This provision ensures that students have the opportunity to explore relevant course materials and engage in independent study. The book issuance policy encourages self-directed learning and allows students to access resources beyond the confines of the library.

The libraries also offer additional resources to enhance students' academic experience. Newspapers in English, Hindi, Gujarati, and Marathi are available, providing access to current affairs and diverse perspectives. Moreover, the central library houses theses and dissertations, while the college library provides M.Ed. dissertations. These resources contribute to the research and scholarly activities of the students.

The college library provides textbooks, reference books, encyclopedias, and many e-resources. The college library has also developed a separate platform to make available OERs to our students. Question banks are also made available by the library, QR codes of the resource are displayed on the college notice board to access these resources digitally,

The libraries witness regular usage by the students. The availability of a wide range of resources and the conducive learning environment provided by the libraries encourage students to utilize these facilities for their academic endeavors. The regular usage of libraries highlights their significance in supporting the student's educational journey.

Library cards are also given to our faculty members, our faculty members are also members of the central library of the university. All subscribed journals, e-journals, books, and reference material is available to our faculty members.

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
Web-link to library facilities	View Document

4.2.2

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

Response:

We have Wi-Fi Facility and Our College benefits from a 5 MBPS bandwidth Wi-Fi facility, which is provided by the university itself. This high-speed internet connection enables students, faculty, and staff to access online resources, research materials, and educational platforms seamlessly. The Wi-Fi facility ensures connectivity across the campus, promoting digital learning and enhancing productivity.

Our institution has a dedicated computer laboratory equipped with 15 computers and internet connectivity. This laboratory serves as a hub for computer-based activities, practical sessions, and access to digital resources. Students can engage in hands-on learning, develop essential computer skills, and utilize various software applications relevant to their coursework and Lesson Planning.

The availability of internet access in the computer laboratory allows students to conduct research, access online libraries, and explore educational content from around the world. The internet facility supports online collaboration, enhances information retrieval, and provides students with the opportunity to stay up to date with current trends and developments in their respective fields.

Our institution recognizes the importance of ICT facilities in promoting a technologically advanced learning environment. The provision of a 5 MBPS bandwidth Wi-Fi facility ensures seamless internet connectivity across the campus. The computer laboratory with internet access allows students to engage in practical learning and utilize digital resources. The well-equipped seminar hall serves as a venue for various academic events. The spacious classrooms and method rooms enhance the teaching and learning experiences. Collectively, these ICT facilities contribute to creating an environment that fosters digital literacy, technological competence, and effective educational practices at our institution.

Our central library has provided online access to resources also students can browse categories of all the libraries on three campuses of the university. If required students can send requests to make available a book from libraries of their campuses.

Our faculty members use LMS user ID and a password is provided to our students. They can access LMS from their Smart Phones also.

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

4.2.3

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

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

Response: B. Any 3 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: 0.11

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
0.28865	00	0.21828	0.02916	00

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: 4.49

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: 208

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: 198

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: 184

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: 177

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: 175

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: A. All of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college is equipped with ICT facilities for the teachers and students. Along with learning-teaching ICT facilities are used for the administrative and financial accounts. Wi-Fi facility is provided to the staff. Our university is provided baseline internet lines with 250 MBPS speed.

The college is having an advanced operating system for the computer. The college is also having Printers, and scanners, for academic and administrative purposes. Two LCD projectors are installed in the classrooms and two projectors are available in the office they are used as per requirement in the classrooms for teaching/seminar/conference paper presentations. The College has one computer

Laboratory with the requisite number of computers and these computers are made accessible to the students to develop their IT skills in them. Every year, a budget is allocated by the management for annual maintenance and up-gradation of ICT facilities. Students complete their assignments, and computer projects in the ICT laboratory. In the academic year 2019-20 and 2020-21 it was a pandemic during this time the college used an online platform for learning-teaching. The university has provided a g-suite facility also our faculty members used ZOOM interactive facility. Our faculty members have created blogs, YouTube channels,s, and Facebook pages for academic purposes. Our library has also created a separate website for e-resources of the library. Our university has also provided a licensed MOODLE LMS system to create courses. Our faculty members are actively designing and providing online courses through MOODLE to our students. Also, students of other disciplines and alumni joined some of the courses.

In all the classrooms and seminar hall, committee room, Patkar hall MIC and sound systems are installed. The system is used for lectures, invited lectures, seminars/workshops, and cultural programs. Audio-video recording facility is also available in the college.

For academic and administrative communication, our college has formed WhatsApp groups. The timetables, important notices, and learning material are disseminated through WhatsApp groups. For communicating links of Google tests, polls, and discussions to share photos WhatsApp groups are used.

Following WhatsApp groups are formed.

1. WhatsApp group for teaching and non-teaching staff
2. WhatsApp for First- and Second-Year students
3. WhatsApp group for Alumni. (Information regarding placements is also disseminated to alumni through WhatsApp groups)
4. WhatsApp as per methods and internship

For the submission of assignments/projects, official information from students on Google Forms is also used by the office and faculty members.

For accessing LMS and photography, and preparation of PPTs students is using their smartphones. Training in academic uses of smart Phones is provided to our students.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 7.3

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: 50****4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 50

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

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: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link to videos of the e-content development facilities	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: 45.41

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
2.18669	1.33015	2.15655	2.03	5.04302

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:

For the proper utilization and maintenance of all the facilities provided college has set up procedures and monitoring mechanisms.

1. For the maintenance and modification of infrastructure, every year budget is planned and submitted to our parent body i.e., University. For the maintenance and purchase quotations are called from suppliers. The college has also formed Purchase Committee to maintain transparency. The selected quotation is sent for the approval of the Finance officer. All the financial transactions are done through Cheques and NEFT.
2. During the orientation, newly admitted students are given instructions regarding how to take care of the infrastructure of the college. The college has formed a student council, in which two class representatives are selected, class representatives also look after the cleanliness and proper maintenance of the infrastructure. The college has also installed CCTV cameras for monitoring.
3. Students are provided with required teaching-learning resources like science equipment, maps, laptops, etc. for this one register is maintained.
4. For the use of the computer laboratory and library, students have to enter their name, roll number, and timing in the register.
5. Instructions to maintain silence in the reading hall are displayed.
6. Instructions are given to the students that when no one is in the classroom tube lights and fans should be turned off.
7. Training on how to operate LCD projectors properly is given to the students.
8. Students are provided with a personal locker facility to keep their belongings safe. For this, we have taken a filled application form and assurance of proper use of lockers.
9. Students are also instructed about the proper use of water.
10. The library committee has also formed rules for the students regarding the issue of books, the demand for books, etc.
11. The university also provides hostel facilities for the students for this the applications are invited in the prescribed format with the recommendation of the college and undertaking of guardians.
12. Along with our college library, our students also use the central library of our university for this university has provided separate library cards to every student. Students are given the facility to search for books online also.

For any repair beyond the scope of the college administrator, external agencies are called. The regular maintenance and cleaning of classrooms, laboratories, toilets, library, etc. are done by supporting staff who are made available during the daytime on all days.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	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: E. None 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: B. Any 7 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: E. Any 1 or none 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: 1.48

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	01	01	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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 37.76**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 32

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

Response: 02

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

Response: 03

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 1.48**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
2	1	2	2	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:

According to the notice from the state government, a student council should be formed. Our college formed a student council at the institutional level for each academic year. There were 9 students as representatives for different areas such as culture, sports, student representatives, and college student representatives. The student representatives were members of the statutory committees of our college such as IQAC and Grievance and redressal committee as well as the committees for various college activities such as languages, history, geography, science, mathematics and science club, annual culture days, sports week, etc. They actively participated in the meetings and made valuable suggestions. Decisions were made by taking their suggestions into consideration. These representatives ensure a healthy atmosphere and smooth interaction between students and teachers. They also contribute to the maintenance of discipline on the college campus and the great success of various activities. Under the Student Council of our college, students have enthusiastically organized various programs and activities at the college level, which are listed below.

Participation in International Yoga Day organized by Ishwardas Chunnilal Yogic Health Center every year.

All faculty members participated in the yoga workshop organized by the Student Welfare Department of SNDT in collaboration with “Train the Trainer Yoga Module” of Isha Foundation on 22.06.2016.

Organized various activities on the occasion of Adadi 70th – Yaad Karo Kurban (Freedom Fortnight) on 09-23/08/2016.

Conducted Hepatitis B awareness program in collaboration with United Way Mumbai – NGO at PVDT College for B.Ed. students.

Organized educational visits of students to various places every year.

Organized program on Savitribai Phule Jayanti every year – poster competition and theatrical performance.

Celebrated Gandhi Jayanti, Vachan Prerna Din, Constitution Day, Science Day, International Women's Day, Marathi Bhasha Gaurav Din, Navratri and Garba, Swami Vivekanand Jayanti, World Organ Day, Tobacco Day, etc. every year.

Conducted Swachata Abhiyan, College Foundation Day, Teachers' Day, quiz competition on Gender Equality and Constitution, online quiz on SNTD Women Awareness, etc.

Organized fundraising awareness program, and bomb rescue awareness for B.Ed. students, public speaking competitions, greeting card, and paper bag-making workshops, annual day and sports competitions, leadership and counseling workshops, NSS camps, stress management workshops, art and drama workshops, Vruksha Rakhsha Bandhan, etc.

Participation in Marathon at the Juhu campus of SNTD College, Run for Unity (Ekata Daud), Medical Examinations, Yuvati Festival, Walkathon, Inter-collegiate Table Tennis, Badminton, Chess, and Carrom tournaments, etc. The college encourages students to actively participate in various college activities, both academic and other extracurricular activities. The college plays a multi-functional role with the aim of developing the overall personality of the students. The college's goal is to assist students in their physical, social, emotional, and intellectual development through extracurricular and co-curricular activities. The college organizes special activities with the aim of developing the holistic personality of the students through various student-oriented programs. The college is committed to bringing out the innate talents of the students and nurturing the creativity of the students by providing them a platform to showcase their innate talents. Competitions like Tejaswini are much more than personality contests. They enable students to develop their oratory skills, stage presence and confidence, writing talents, dance, music, and much more.

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: 1.6

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
3	0	2	2	1

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:

Since PVDT College of Education for Women is a Conducted College of SNDT Women's College, the college has established a central alumni association for all college departments and Conducted Colleges. After passing the B.Ed. examination, PVDT College of Education students can register in the college's alumni association. The students also pay the membership fee of the College Alumni Association (100/-) per student. There is also an Alumni Association at the college level, but it is not registered.

Our alumni actively participate in the college activities. They have been invited for CTET examination guidance and as chief guests for cultural programs. Some of our alumni work as principals, supervisors, teachers, and organizations where these alumni are active, and conduct campus interviews for our final year students. They also serve as mentors for B.Ed. students during their internships at their schools. They also provide practice hours to their schools. They also show our students how to prepare for an interview. Alumni are always available to assist B.Ed. students in developing their teaching skills. They contribute their valuable time to the development of the B.Ed. curriculum. They serve as advisors to our students. They also conduct workshops for B.Ed. students. They help our college develop e-content. They invite our students to their schools to improve their teaching skills. The college conducts regular alumni meetings and activities at the college level. The Alumnae Association conducts regular programs to enhance and promote alumnae relations. College alumnae are part of the advisory committees. Alumnae are involved in the college development process. Alumnae participate in discussions and deliberations and play a critical role in providing a much-needed bridge between the college and the demands of the current job market. Many alumnae are also regularly invited by the college to give guest

lectures, workshops, and seminars, and to engage alumnae through social media and other digital platforms. The college has exclusive websites and dedicated Facebook, Instagram, and WhatsApp pages dedicated to alumnae activities. The College recognizes the role that alumnae play in building a strong connection between the College and existing students. The college hosts various programs for alumnae to build new and stronger bonds with their teachers and students. Alumnae meetings and conversations are organized on a regular basis. Many alumnae serve on committees in their respective departments and contribute their knowledge and suggestions.

Some of our alumnae have actively participated as content authors and participants in online courses developed by the college.

Alumni have contributed their articles/lesson plans/research to the college library. Alumni also donate books to the library for reference and reading. Alumni congratulate teachers on Teacher's Day and meet for social events. The college's Alumni Association takes a very active part in all activities, which not only helps the organization shine but also makes them perfect role models for their younger members. They have held sessions where they introduced various innovative teaching tools to the current students and gave an introduction to baseline testing in schools. They also taught new student teachers how to be the best teachers in the classroom. The alumni awards motivate students to excel in their assignments and be eligible for these awards in the future. Alumni also provide career counseling for higher education and job placement. Alumni meetings are organized to provide a space where alumni from different cohorts can connect and network. Alumni encourage students to read books in the library to improve their literary skills. Alumni are the backbone of the institution and help plan and implement the curriculum. Alumni support and motivate students, helping the institution become more successful and make progress. Alumni members contribute to curriculum development and provide feedback to assist students with admissions, placement, advising, and mentoring. Develop e-content and expand various online services for students, such as easily accessible notes and lectures.

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: A. Any 6 or more 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

5.4.3

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

Response: 9

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	2	2	2	1

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

5.4.4

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

Response:

Our alumni are connected to us through various collaborations, such as being judges at competitions, main guests at cultural events, and experts at workshops. Alumni visit the college to meet faculty and collaborate with students. The college organizes an orientation program at the beginning of the academic year for alumni and also for B.Ed. students for career guidance. Alumni meetings were held on 24/12/2016, 06/03/2017, 4/12/2017, 16/03/2018, 14/12/2018, 20/02/2019, 14/12/2019 and 15/03/2020. In 2020-21, alumni interacted with students online due to the closure period. Alumni participated in the online program UNESCO and developed some modules of this course. They actively participated as experts in this online course in 2020-21.

The college's alumnae have been actively involved in mentoring and guiding current students, contributing their suggestions and expertise to the college's various committees. The college regularly invites its alumnae to workshops, training, and seminars that benefit students. The alumnae who have made meritorious achievements in academics are invited to guide the students so that they can contribute their important insights to make the teaching and learning process and curriculum more responsive to the needs and requirements of educational institutions. The college also has a practice of assigning alumnae mentors to its students so that students can undertake meaningful projects and receive advice from alumni on internships and higher studies. Most of these alumnae-student mentors form lasting bonds that last for years.

The College also has an alumnae network where alumnae meet regularly and participate in various College activities. Alumnae actively participate in the Memorial Lectures and visit the college during these lectures to discuss and advise on important issues of national and global significance. Alumni are typically selected from a variety of backgrounds. Alumni interact with students and guide them in professional development activities organized by the college: 1) Annual Exhibition related to Alumni Reunion, 2) Cultural Re-union, 3) Internship, 4) Internships. Alumni also regularly donate books to the library and organize workshops for professional skills development among B.Ed. students during the internship program. various department events. It is also common for the college to organize lectures in memory of distinguished scholars of the college. Alumnae actively participate and visit the college during these lectures to discuss and deliberate on important issues of national and global significance. Many alumnae have come forward to support their alma mater and serve as mentors to the juniors.

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Empowerment of women through quality education is the motto of our college, various activities are conducted by the college in tune with its vision and mission. PVDT College of Education believes in fostering and nurturing democratic values. There is the participation of all the stakeholders in the decision-making and planning.

1. CDC- The college has constituted a college development committee Hon' Vice-Chancellor is the president of this committee, and there is an inclusion of all the stakeholders in the CDC.
2. Planning Committee: under the chairmanship of the Principal of the college planning committee is constituted. Preparation of academic planning is the main responsibility of the planning committee. Batchwise academic calendars are prepared.
3. IQAC- The college has functional IQAC for ensuring quality in every task. IQAC promotes innovative practices, MOUs, research culture, and follow-up of activities.
4. Curriculum Committees- Along with the planning committee, the college has constituted committees for every aspect of the curriculum e.g., Committee for Microteaching Practice Lessons & Internship, NSS, Youth Festival, EPC, and Research. Also, the college has constituted a Women's Harassment Cell, Vishakha Committee, Anti-ragging Committee, Placement Cell, etc. In all these committees' representatives from teaching, non-teaching, students, and university representatives are included.
5. Staff Meetings- Before the execution of every activity and at the completion of an activity meetings are conducted in a democratic atmosphere. All the staff members give their valuable suggestions to make an activity successful. Also, there is an autonomy of decision and work given to the faculty for the responsibility given to them.
6. Student Council- Every year the college constitutes Student Council as per the guidelines given by the state government and the university.
7. Division of Work- In the organization of Seminar and Conferences various committees are formed., e.g., food committee, anchoring, seating arrangement, stage committee, ICT Committee, etc.
8. Women Empowerment Programs- For the empowerment of women every year the college organizes various programs for women, including Yoga & Meditation, Women's safety, Women's Rights, and Laws.
9. Participation in the University Programs- The university conducts various programs throughout the year, for the organization of these programs faculty members of the college execute various responsibilities, Convocation, AVISHKAR, NSS.
10. Staff Secretary- For the welfare of the staff and organization of various staff-related events, meetings, etc. one faculty member has been given the responsibility as a Staff Secretary.

11. Social Outreach Activities- The college takes initiative in organizing social outreach activities like plantation, blood donation, cleanliness, and addressing various social issues.
12. Research Projects- Our faculty members also undertake various research projects in the field of education, also while organizing these seminars/workshops we focus on issues of Women, e.g., we have organized a National Seminar on Gender Equality, Human Rights, Domestic Violence and law, Problems of Women Taxi drivers, Technological Awareness among women, etc.
13. Health Programs- Health is wealth, nowadays in society, we observe that the health of women is deteriorating, in this regard, we organize a Medical Checkup camp every year for our students in collaboration with SNDT Nursing College. Training in Yoga and Self-defence is also provided to our students.
14. Educational Trip- Every year the college organized educational trips to explore the world and take education.

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:

PVDT College of Education follows the policy of decentralization of management in its work culture. Responsibilities are shared among faculty members, students, administrative staff, and support staff. For the organization of various events, all members work as a team.

Our college is formed various committees for effective decentralization and participative management. The principal of the college is the chairperson of all the committees. All the faculty members are given the opportunity to work in all the committees for this rotation method is followed. The College Development Committee under the chairmanship of Honourable Vice Chancellor Madam of SNDT Women's University has offered various powers to take overall college development-related decisions. The committee is having various representatives as per the norms of UGC and the Maharashtra University Act 2016. The Finance committee under the chairmanship of the Principal and Teaching and non-teaching representatives has the authority to take finance-related issues. We also adopted University

Finance Software UNISUITE for the proper implementation of finance. Regularly Audited by University and External Auditor Various committees have been formed for various academic activities like the admission committee, Planning committee, Cultural committee, Examination committee, etc. have effectively implemented the policies and regulations. The college has created a code of conduct for the teachers, students, and principals. A code of conduct is communicated to all the concerns. Academic planning is done at the beginning of the academic year by the planning committee. The planning is presented in the CDC meeting by IQAC for review after approval it is communicated to all the stakeholders. IQAC monitors the functioning of all the committees and feedback is provided regularly.

All the teachers have been given various responsibilities for this different committees are formed, and concerned teachers are in charge of that committee. There is planning for every activity and program. Teachers are given autonomy to plan the activities of their committee.

Decentralization and Participative management can be observed through the following activities –

- B.Ed. CET and admission-related guidance.
- The college has taken participation of alumni also in the various programs, like CTET guidance.
- NET/SET guidance.
- Planning of Seminar / Workshop by IQAC and Planning Committee.
- Organization of Youth Festival
- Organization of *Avishakr* inter-university Research Competition.
- NSS activities (Participation of All the students and all faculty members)

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:

Transparency in Administrative Functions-

PVDT College of Education strictly follows transparency in academic, administrative, and financial work culture. All the policies are communicated to the faculty, administrative staff, support staff, students, and other stakeholders. A code of conduct for teachers, students, and administrative staff is also made available on the college website.

Transparency in Financial Functions-

The financial audits are done regularly. The college conducts internal and external audits. To maintain transparency in financial matters for all cheque transactions three signatories are assigned. (Principal and Two faculty members) Among these three signatories, the Principal is the main and the sign of one faculty member among the two is essential.

Further for any purchase or maintenance, Purchase Committee and Finance Committee is formed, the principal is the head of the committee. For any purchase and maintenance quotations are invited in sealed envelopes, these are open before the committee and after review, the lowest price quotation is selected. For purchase and maintenance, the financial budget is sanctioned at the beginning of the academic year and approvals are sought from the finance officer. Also, before actual purchase admin approval is taken. For transparency in all financial matters, UNISUITE software is used.

Students' fees are also collected through online mode only, no cash transactions are done. After the admission token for the fee is generated by the accounts section students have to pay the fees online through NEFT/ RTGS/UPI

Scholarships of the students are also deposited in their respective bank accounts.

A review of Academic activities is taken in monthly meetings.

Transparency in Academic Functions-

A centralized admission process is followed for the B.Ed. by the Government of Maharashtra. At the college level admission committee is constituted. For the spot rounds also merit, and category-wise quota is followed.

Feedback regarding teachers' teaching is collected by the IQAC / Principal and necessary feedback is given to the teacher.

The college follows a continuous evaluation system after all activity marks are communicated to the student. Students are given a chance to improve their performance.

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:**

The college is committed to preparing competent teachers who will work as an agent of social change. PVDT College of Education believes in experiential learning strategies. Innovative learning-teaching strategies are followed by our faculty members. Field visits, models of teaching, and collaborative & cooperative learning strategies are followed by the faculty members.

For all the academic activities strategic planning is implemented. execution Complete plan of every activity is prepared in advance. Although some flexibility is considered while implementing an activity.

All the teachers are having mastery of ICT, they are using advanced ICT tools for teaching-learning, MOODLE, Padlet, H5P, Google Classroom, ZOOM, Google Meet, jam board, and Kahoot are regularly used by the faculty members.

Apart from this the teachers designed Add on/Value added/Certificate courses for the students to enhance their teaching skills. SNDT Women's University provided a licensed MOODLE platform to run online courses for the students.

The college faculty members also developed OERs for the students and made them available on various learning platforms.

The college is providing wide exposure to the students through the following learning strategies.

- Case Studies
- Scenario Based Questions
- Seminars
- Presentations
- Blended Learning
- Projects
- Research surveys
- Exhibitions
- Career fair

Teachers promote collaborative and constructive learning by using think-pair-share and group discussion in the teaching-learning process to ensure that students are active participants in the teaching-learning process rather than passive listeners. Teachers use various online tools for teaching and students are encouraged to do the same.

Nai Talim Experiential Learning workshops are also conducted for teachers to provide them with novel teaching methods that they can apply and eventually master in their internships.

Annual planning of all academic activities is discussed in finalized in the meeting of the planning committee at the beginning of the academic year. The academic calendar is also prepared. Because of covid restrictions, again academic calendar was revised and an online Internship was conducted with the help of different schools.

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:

PVDT College of Education is a conducted college of SNDT Women's University. The college is a Grant-in-Aid by the government of Maharashtra. We follow all the governance rules of the Government of Maharashtra, the University Grants Commission, NCTE, and SNDT Women's University.

The functioning of the Institute is visible through the following-

- 1) Rules and regulations of NCTE, Government of Maharashtra are followed for the B.Ed. admissions. The college is a part of the centralized admission process of the Government of Maharashtra. No college-level admissions are done.
- 2) Working hours of the teachers and non-teaching staff are as per the UGC, NCTE, and University rules.
- 3) For the appointment of teachers UGC, NCTE, and University rules are followed.
- 4) Biometric attendance facility is available for the teachers, students, and non-teaching staff.
- 5) Promotions of teachers under Career Advancement Schemes are done as per the rules of UGC, NCTE, and the University.
- 6) For the appointment of teachers on permanent/temporary all the mandatory procedures are followed. Approval from the government and university to fill the posts, advertisement, scrutiny of the applications, interview panel, interviews, and appointment order.
- 7) Every year self-appraisal of teachers is assessed by the competent authority.
- 8) For the purchase of material all financial procedures are followed, e.g., quotations, selection order, admin approval, etc.
- 9) Budget is submitted at the beginning of the financial year to the university.

- 10) Internal and external audits are done properly.
- 11) Various committees are formed and there is a guideline given for all the committees.
- 12) The college has formed Grievance redressal Cell, Anti Ragging Cell, VISHAKHA Committee, and Placement Cell.
- 13) Student council is also formed as per the directives given by the government of Maharashtra.
- 14) For academic work like completion of syllabus, practice lessons, and internship, timely feedback is taken by the teachers and students. For the smooth functioning of the college separate according to the activities /practicals in the B.Ed. syllabus departments are formed.
- 15) For the collection of internal marks procedures to be followed, all teachers submit their marks to the internal evaluation committee after the verification of all the marks submitted to the university.
- 16) For the university examination Superintendent and Senior Superintendent are appointed. All the examination guidelines are followed.
- 17) For maintaining transparency in all aspects timely staff meetings are conducted.
- 18) . For keeping records of finances and accounts college has been using the University's UNISUIT software. *E- Vetan Sevarth* is being used for salary purposes.
- 19) For admission to the hostel proper procedure is followed by the college.
- 20) At the beginning of the academic calendar is prepared and in the light of the academic calendar, all activities are conducted.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

7. Biometric / digital attendance for students**Response:** B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
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:

The college has formed various committees for the smooth functioning of the college and by following the procedures we maintain transparency in all aspects of the functioning. The college development committee (CDC) and IQAC have controlled and guided the various committees. CDC meetings are conducted twice in the academic year, in the first meeting all committee heads present their planning, and in the second meeting, they present action taken reports.

The effectiveness of various bodies/cells/committees is evident through the organization of the following programs/activities

- 1) Organization of National Seminar/ Conferences every year.
- 2) Conducting Research Projects (Seven research Projects conducted during the last five years)
- 3) Educational Visits and Trips
- 4) workshop on Stress Management for Second year B.Ed. students at the National Society for Equal Opportunities for the Handicapped (NASEOH), Chembur.
- 5) Admission Committee: Organised B.Ed. Admission Webinars and information have been shared with students for the smooth admission process.
- 6) Our three faculty members have developed and offered the following MOOCs under the OE4BW Online Mentoring Program 2020.

· Massive Open Online Course (MOOC) on the Development of 21st Century skills through

education, 30 hours 2 credits.

- 2. Massive Open Online Course (MOOC) on Gender Equality and Women
 - Make Your Mind Happy – Stress management program for the teachers.
- 7) Several expert talks are organized for the students.
 - 8) The college hosted a Youth festival for the students of the university.
 - 9) Annual Social day and parent meetings are organized every year.
 - 10) Information regarding placements is provided to the alumni through social media platforms.
 - 11) Feedback on the curriculum, teachers, and college is collected and analyzed every year.
 - 12) Scholarship facility is provided to all eligible students.
 - 13) Financial help is also provided to needy students.
 - 14) Maintenance and purchase of new material is done by following proper procedures.
 - 15) CAS of all the teachers is done timely.
 - 16) Service books of all the staff members are updated.
 - 17) Workshop on the Constructivist Approach is organized every year for the students to enable them to understand the concept and understanding of the Constructivist approach.
 - 18) All the notices, circulars, and information is updated on the college website.
 - 19) Students are issued Identity Cards.
 - 20) For the issue of railway Concession proper procedure is followed and it is made available to the students within a day.
 - 21) Various competitions and exhibitions are also organized every year, e.g. exhibition of Teaching aids, Poster Making, Rangoli Competition, Elocution, debate, Recipe Competition, ANAND MELA, Language Fair, etc.

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:

PVDT College of Education always takes care of the welfare and well-being of the academic and administrative staff. Various activities are implemented for the welfare of the staff.

Attending Seminars and Conferences: Academic development is an important concern for professional development. The college encourages teachers to attend seminars and conferences. Teachers are given the facility of Duty Leave to attend meetings and conferences.

Refresher/Orientation/Short-Term Course-: The college lays emphasis on the professional development of faculty and encourages and supports them by providing duty leave to attend orientation, refresher, and short-term courses to update their knowledge.

Online training sessions: Online training sessions were conducted to update the knowledge of the employees. Non-teaching staff were given the necessary training to improve their ICT skills.

Research Projects- Our faculty members undertook various research projects for this purpose Duty Leaves were sanctioned for the purpose of research work. The college encourages faculty to conduct their research.

Health Care – The organization provides the facility of a doctor on call.

Grant of On-Duty Leave: Serves the University by granting on-duty leave to faculty working on various committees of the University.

Duty Leave: College teachers are granted duty leave for orientation, refresher courses, pre-Ph.D. courses, and participation in university work.

Leave Granted for Personal Reasons: Keeping in view the welfare of the college's faculty members, leave the facility for personal reasons is granted to them.

College professors are encouraged to pursue their doctoral studies.

Loan facility- Employees are also provided a loan facility by the SNDT Credit Society.

Expert Talks- Our college and the university organize expert talks on various subjects for the betterment of the staff—E.g. Financial Awareness, Stress Management, NEP, etc.

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

6.3.2

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

Response: 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
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Any 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: 4**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
1	2	0	0	1

File Description**Document**

Data as per Data Template

[View Document](#)

Brochures / Reports along with Photographs with date and caption

[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: 29.69****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
2	2	10	3	2

File Description**Document**

Data as per Data Template

[View Document](#)

Copy of Course completion certificates

[View Document](#)

Any additional information

[View Document](#)**6.3.5****The institution has a performance appraisal system for teaching and non-teaching staff****Response:**

The college is very particular about the performance appraisal of the teaching and non-teaching staff. All the teaching staff has to submit their Self-appraisal in the prescribed format at the end of the academic year. It is submitted to the principal of the college. The principal of the college is the first reviewing officer after this Registrar is the second reviewer, and the Vice-Chancellor is the final reviewer.

Till 2017 Performa for the Self-appraisal was done with the Performa provided by the university. After 2017 Government of Maharashtra provided separate Performa and we are using the same till date. Feedback regarding the Self-appraisal is communicated to every teacher.

The Performa provided by the government of Maharashtra is very comprehensive, teaching and non-teaching staff have to write about their roles, functions, assigned tasks, objectives of the work, outcomes, and difficulties faced. Their professional development and requirement for academic support and facilities are also given importance.

Besides Self-appraisal of the staff, IQAC and the Principal also provide necessary guidance and feedback to teaching and non-teaching staff.

Feedback from the students regarding teaching staff is collected and analyzed, required feedback is provided to the teaching staff.

Under the Career Advancement Scheme eligible teachers submit their applications to the IQAC and the committee verifies the academic performance of the teachers and calculates API score.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Proper guidelines and procedures are followed by the PVDT College of Education regarding the management of finance. A timely budget is submitted to the university for approval. All financial transactions are done with UNISUIT centralized software system for all the financial matters approved by the Finance committee of the college and later approval of the Finance and Accounts officer of the university is done. All Payment to the vendors is done through the NEFT/RTGS.

The institution conducts internal and external Financial Audits on a regular basis. The college is connected with UNISUITE account software with the university, so University has appointed Auditor /CA for internal and external audits. Internal Auditor validates each and every expense voucher and all financial heads. On the basis of this report, Statutory Auditor once in a financial year reviews the scrutiny of fees, vouchers, cash book, Ledger, and grants received from Govt. of Maharashtra, Department of Higher Education for disbursement of salary funds for payment of staff. Along with this all allowances such as DA, HRA, CLA, and TA as per Government Resolution and all college expenditure incurred. The auditor also checks various circulars and important Government Resolution pertaining to accounts and arrears, bills, in order to ensure complete transparency in the financial procedures followed in the institution

The college runs various courses of YCM Open University for that separate joint accounts are maintained and for these accounts also audit is done.

The college receives funds from the University/ UGC/ICSSR for organizing seminars/conferences and conducting Research Projects. For these expenses, after the activity is over audit is done by a certified CA

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: 1.42

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
00	2.9	00	2.4	1.8

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

The college raises the funds by following proper procedures and guidelines provided by the university and Government of the Maharashtra.

Mumbai is a metropolitan city, and there is a shortage of space in the majority of organizations so sharing the resources is usual practice in Mumbai city. The college also shares its physical infrastructure with other organizations.

- 1) Our Alumni as gratitude towards the college donate funds, e.g. Mr. Kathale brother of alumni for the memories of his sister donated an amount of 25000/- This amount is deposited in the bank, and through the interest received we provide financial help to our needy students.
- 2) The college is a center for YCM open university DSM and MA (Education) courses, we receive Canter Development fund from YCM Open University.
- 3) The college provides its infrastructure for Distance education (IDOL) of Mumbai University examination as an Examination Centre.
- 4) The College infrastructure is provided for Brahmavidya classes after college hours. Such practices are regularly carried out for the strategies of mobilization of funds.
- 5) Svitribai Phule Seminar Hall of the college multipurpose room of the college is used by the university to conduct various important meetings.
- 6) The college participates in the Communal Harmony Program sponsored by MHRD, Govt. of India. Funds are collected and submitted to the Govt. of India.
- 7) It is a usual practice that the staff getting superannuated donate some useful things to the college.
- 8) Our alumni donate books to the library.

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

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:

The planning committee, IQAC, and CDC are the main mechanisms that look after quality assurance. All the academic planning and its implementation are monitored by these committees. It is also important thing that along with the monitoring continuous feedback is also provided for effective functioning and enhancing quality.

Heads of all the committees present their reports to the IQAC and CDC. The performance appraisal system is also implemented to ensure quality for stakeholders.

Significant Contribution of Quality Assurance Mechanism-

- 1) Motivation for professional upgradation- All staff members are encouraged to learn new skills, and knowledge, write research papers, undertake research projects, and attend seminars, refresher programs, and short-term courses.
- 2) Students are encouraged to learn ICT skills, we train them to operate LCD projectors, use prepare presentations, OER, preparation of e-portfolio, google classroom, smart board, etc.
- 3) Community Service- It is a regular practice of the college to organize social outreach activities like Blood donation camps, Cleanliness drives, and plantations.
- 4) Visits to the institutes of Educational Importance- Visits are organized to Shantivan, Yusuf Maher Ali Centre, Nehru Science Centre, Nehru Planetarium, News Channel studio, etc.
- 5) Collaborations- The PVDT College of Education has established collaboration with other universities, other B.Ed. colleges, various NGOs, and National institutes.
- 6) Feedback from the School principal- Around four months students go to different schools for the school experience program during the internship they have to conduct lessons, exhibitions, cultural activities, sports, and constructivist lessons. The college takes feedback from school principals regarding the performance of the students. It is a prestigious thing for the college that after completion of a B.Ed. some of the students were selected as teachers in the same school where they have completed their

internship.

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

6.5.2

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

Response:

The PVDT College of Education focused on providing quality teachers to society. In the year 2015 B.Ed. course revised as per the norms of NCTE and started with two Year B.Ed. program. Initially, the university adopted a semester pattern but the university realized that B.Ed. the admission process is delayed every year by the government. It was difficult for the college to manage practice lessons and other activities; the academic schedule was totally disturbed so the college submitted feedback regarding this to the BOS (Education). After that from the academic year 2017, the Academic Council of the University has given approval for the annual pattern for the B.Ed. course.

Again in 2020, some modifications were done to the curriculum of B.Ed.

For the implementation of B.Ed. curriculum academic calendar is prepared at the beginning of the academic year. The academic calendar is approved by the IQAC and CDC.

The college has also formed a separate timetable committee for the effective execution and implementation of the academic calendar. Two weeks timetable is prepared at a time as per the academic calendar. After the approval of the principal timetable is circulated to the teachers and students.

Planning Committee and IQAC monitor the implementation of the academic calendar. If required some modifications are also done in the academic planning as per the need.

For all the theory courses and EPC and EWF CLOs and PLOs are defined. Teaching activities are conducted as per the CLOs and PLOs.

Teachers also prepare their plans for teaching-learning strategies and evaluation strategies.

Teachers are using innovative teaching-learning strategies and also using ICT.

- Cooperative learning strategies.
- Team Teaching/ Collaborative Teaching.

- Portfolios
- Tests after every topic.
- Role plays.
- Surveys
- Project-based learning etc.

A review of the teaching-learning process is taken by the principal every month. All teachers complete their assigned syllabus on time and take revision lectures also.

A question bank is provided to the students and students are asked to present their answers and discussions s conducted on every topic.

At the end of every activity, feedback is collected from the students.

Result analysis is also done after the declaration of university results by the IQAC.

If any teacher is on medical leave his/her modules are assigned to other teachers.

For maintaining transparency in the evaluation system internal evaluation committee is formed they look after the timely collection of internal marks from teachers. Also, the college has framed an internal evaluation policy. Submission of the internal marks to the university through the university portal is the responsibility of the internal evaluation committee. All the marks are verified by the teachers and students before submission.

During the pandemic, the college conducted teaching-learning activities online. During that time if any student faced connectivity problems recording of lectures was given to students through YouTube enlisted links. Even separate sessions for EPC were conducted for the students who couldn't join the sessions.

Training in MOODLE, ZOOM, Google Meet, and protocols for the online environment.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	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: 2.4

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
0	3	0	7	2

File Description	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 Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting 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:

The college secured an 'A' + grade for the first NAAC Re-accreditation in 2004 and since then the college is continuously taking focused on quality initiatives. The planning committee identifies the weakest areas and IQAC and the college tried their best to improve in these areas.

The college has brought changes in its curriculum transaction, administration, financing/accounts, and library.

Most of the technological advancements were done since the last accreditation. It is a prestigious thing for the college that INTEL established its first computer laboratory in the PVDT College of Education. After that also the college is continuously upgrading technological facilities in the college to provide technological facilities for the students.

The college has an active Internal Quality Assurance cell. IQAC monitors the functioning of administrative and academic tasks. Frequently follow-up meetings are conducted and modifications are suggested if needed. For the smooth functioning of IQAC decentralization of the work is done. Various committees are formed for this purpose. All the committees are given the freedom to plan and work, all the committees report the updates to the IQAC coordinator and principal of the college. Following are the regular practices of the college for the purpose of incremental improvements in academic and administrative domains.

Following quality initiatives and incremental improvements achieved by the college since the previous accreditation.

- 1) **Participation in Curriculum upgradation-** PVDT College of Education is a conducted college of the SNDT Women's University. There is an active participation of the faculty members in the construction, revision, and upgradation of the curriculum. Our faculty members are the BOS members. So also, other faculty members are also invited as an expert for the curriculum construction. For the revision of a two-year B.Ed. curriculum all the faculty members were involved in the process. Our faculty members also provided feedback on the newly constructed curriculum and communicated problems faced during implementation. Modifications were also suggested and in the year 2017, necessary changes were done to the curriculum. The centralized admission process is implemented by the Government of Maharashtra for B.Ed. course, many times admissions are delayed, consequents of delayed admissions were studied by the staff members, and feedback was provided to the government of Maharashtra through the principal of the college.
- 2) **Student Seminars-** For every course in the syllabus some topics were assigned to the students. All students get the opportunity to present a seminar. Some of the topic's students' groups are formed and group presentations are organized.
- 3) **Research Projects-** Each student has to conduct three small research projects during the two years of B.Ed. Students are encouraged to take social issues for their research projects. Also, students use technological tools in their research projects.
- 4) **Portfolio-** Every student prepares a comprehensive and reflective portfolio. Before the final year examination, students have to present their portfolios before the committee. The portfolio reflects the journey of a student becoming a teacher. Reflection on teaching and all other academic and co-curricular activities are included in the portfolio.
- 5) **Encouragement to staff to complete Ph.D.-** At the time of joining most of the faculty members have not completed their Ph.D. Our patrons and principal motivated faculty members to complete their doctoral degrees. Duty leaves were also sanctioned to complete Ph.D. coursework. It is a prestigious thing for the college that 90% of faculty members are Ph.D.
- 6) **Organization of National Seminars & Conferences-** After the first NAAC accreditation the college decided to organize national seminars and conferences. It is a thing of pride for the college that every year at least one National Seminar / Conference is organized by the college. Also, we have received grants from ICSSR, Women's Commission, UGC, and SNDT University, Pune University to organize seminars and conferences.
- 7) **Research Projects-** Along with regular academic work our faculty members are actively involved in the research. Through research, they are enriching the field of education. Five minor research and one major research project is completed during the last five years.
- 8) **Use of e-governance-** After the first NAAC accreditation the college has introduced e-governance in the academic, administrative, and accounts section. Admissions of the students, examinations, internal marks, scholarships, and payment of fees for all these e-governance are used. Various software's are provided by the university for this purpose.
- 9) **Student Group Insurance-** The college has provided an accidental insurance scheme for the students. The college pays the premium of each student to Oriental Insurance Company every year.

- 10) **Availing Ph.D. guideship-** Seven faculty members are the Ph.D. guides and they are guiding research scholars for the Ph.D. in Education.
- 11) **Organization of Short-Term Courses-** The college has organized various short-term courses through online and offline modes.
- 12) **Starting Courses of Open and Distance Learning-**
- 13) **Development of e-resources for the students-** The faculty members are also developing e-resource material for the students. E.g., Blogs, YouTube videos, presentations, etc.
- 14) **Development of Online Courses-** Our faculty members designed, developed, and delivered six online courses for the faculties of education and students. Various thrust areas are covered through these courses like gender issues, school leadership, stress management, 21st-century skills, and so on.
- 15) **Medical Check-up of students-** Every year at the beginning of the academic year medical check-up camp in collaboration with LT College of Nursing is for the students
- 17) **Internal and External audit of accounts.** – Financial audit is done by the internal auditors appointed by the college and external auditors of the university finance officer. We also conduct audits for seminars/ conferences/research projects, and YCM Open University Courses.
- 18) **Feedback from stakeholders-** Every year we take feedback from our stakeholders for incremental improvements in academics, administration, and other issues.
- 19) **Meetings with stakeholders.** (School Principal and Coordinator) – It is a regular practice of the college to conduct meetings with the principal and supervisor of the schools. We try to understand the expectations of the schools from our college. As per the demand of schools we have organized NEP awareness programs for the school teachers in their respective schools.
- 25) **Establishment of NSS unit.** –Our college has started the NSS unit. Every year NSS camps are organized at different places. Various social activities are also organized under NSS.

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:

Energy Policy:

SNDT Women's University and PVDT College of Education for Women have been stated and sanctioned Environment & Energy Policy by the Management Council. Management council has remarked that PVDT College of Education for Women is of paramount importance for our institution both in a long-term as well as in a shorter-term perspective to improve energy efficiency.

The energy policy of the institution provides guidelines for energy usage and conservation inside the institution. The scope of the policy is that the life cycle of the products and services can be designed sustainably. The purchase of materials and resources can come from renewable sources and processes can be modified to reduce the amount of waste generated.

The basic need for Energy policy is, "Energy management is the means to control and reduce an organization's energy consumption, and controlling and reducing your organization's energy consumption is important because it enables you to reduce costs which are increasing as the cost of energy is rising. The environmental policy provides for the protection, conservation, rehabilitation, and improvement of the environment, for the prevention and control of pollution, and promotion of sustainable development".

The college has replaced the traditional electric bulb with LED bulbs and LED Tube lights in the campus area for energy Conservation. Most of the old traditional electrical equipment's are replaced with energy-efficient, cycling fans.

Need of the Policy

Energy management is the means to control and reduce your organization's energy consumption. And controlling and reducing your organization's energy consumption is important because it enables you to reduce costs which are increasing as the cost of energy is rising.

The environmental policy provides for the protection, conservation, rehabilitation, and improvement of the environment, for the prevention and control of pollution, and promotion of sustainable development.

The objective of the policy

Creating incentives for sustainable utilization of natural resources, and disincentives for the environment. pollution and degradation and managing the overall environment efficiently. The goal of the energy conservation technique is to reduce demand, protect and replenish supplies, develop and use alternative

energy sources, and clean up the damage from prior energy processes. Solar energy is considered the most environmentally friendly energy source.

Sustainable Practices Committee

1. Environment Energy Audit is done by the college intermittently.
2. All the new light installations at the campus are LEDs to save energy.
3. All students and staff safeguard that electrical apparatus is used only when needed.
4. when students and staff leave the room switching off the lights and fans is an everyday exercise.
5. Regular inspections of electric appliances and timely repairs are done to avoid energy wastage.
7. Sustainable practice sessions are conducted for the students. The students then conduct those sessions in their practice schools.

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:

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

Response:

PVDT College of Education for Women has been sanctioned waste Management policy at the college level and taking the initiative for an action plan. Institute follows the 'Reduce the Waste Policy'. The waste generation is reduced by putting thought before action. The college promotes paperless transactions and reuse of the things like files etc.

Waste Management Policy

The institution realizes that sustainable and holistic waste management is important in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching faculty, students, and other stakeholders.

The waste management policy of the institute guides the implementation and collection of feasible waste

in the institution and the education of all staff and students for responsible waste management.

The policy supports ensuring restrictive waste generation, segregation of wastes, responsible disposal of wastes, and conversion of waste into value-added environment-friendly products, wherever possible. Furthermore, the policy forbids the use of plastics inside the campus and prescribes the disposal of plastic waste if any, in a responsible way

Policy Statement:

PVDT College of Education for Women, College Development Committee (CDC) has decided the policy that all types of waste are disposed of through proper waste management policy and strongly believes that reducing, reusing, and recycling the waste product. Students, Teachers, Non-Teaching Staff, and Guests are mandatory to dispose of waste in a responsible manner. Colleges should organize events on cleanliness drives under the policy framework of Swachh Bharat Abhiyan. Ensure the safe handling and storage of waste in the college. Provide appropriate training and code of conduct for staff, students, and other stakeholders on Waste management issues.

Policy of Procedure for Waste Segregation and Disposal:

Under the waste management policy college has decided action taken on waste segregation and disposal

–

1. PVDT College ensures that the college has organized all activities based on ecofriendly.
2. The college has kept 2 dustbins in every Classroom and staff room and the college premises. the wet and dry waste dustbin is used for the segregation of waste.
3. NSS Department conducted many activities on waste management and organized a cleanliness drive on the occasion of the Birth Anniversary of Dr.B.R. Ambedkar at Chityaboomi. second cleanliness drive has organized on the occasion of Ganesh Visarjan at the banging lake.
4. College has nominated two Class representatives as "Swachhata Doot", who monitors cleanliness on the college premises.
5. The college is associated with My Green Society NGO and organized various programs and activities under the concepts of waste management Ex- Bag Making, Coastal Cleanliness drive, etc.
6. Every day college cleanliness committee overviews the waste status and contacts to collection department of the Brahan Mumbai Municipal Committee.
7. The college has organized an E-waste drive in collaboration with My Green Society. Every year college notified the students and faculty to bring functional electronic devices not in use at home, these devices are donated to the needy and less privileged.
8. Waste management sessions are conducted for the students. The students then conduct those sessions in their practice schools.

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: C. Any 2 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
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

7.1.5

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

Response:

The college has an impressive green campus and gives top priority to keeping the campus clean and eco-friendly.

Cleanliness Execution Committee:

The institution has assigned duties to class monitor and discipline committee members to monitor the status of the cleanliness of campus with the help of volunteers and support staff. The class representative published a WhatsApp message about class assembly before the class monitor was published to motivate the faculty and students to reduce the unnecessary usage of paper, water, and wastage of food inside the hostel premises. The work of the support staff involved in cleaning work is appreciated and this rises their work engagement. The students are educated on the accountable deposition of waste in the bins.

NSS Cleanliness Drive:

PVDT NSS unit extensively arranges many cleanliness awareness programs on the campuses as well as outside areas. A key feature of the program is to develop awareness and built-up a national role for societies. NSS Unit of PVDT has arranged Beach Cleanliness Drive, Chityabhoomi Swacchata Abhiyan, Ganesh Visarjan Cleanliness Drive, NASEOCH Cleanliness Drive, etc. Every Year college has arranged a cleanliness drive on the occasion of the Birth anniversary of Mahatma Gandhi. PVDT has received appreciation from the Go Green Society for its extensive work participation in Beach Cleanliness Drive Woral and Bhaucha Dhakka.

Sanitation:

Segregation of the waste –

it has done on the campus premises, with two dustbins are kept on each floor labeled as ‘Wet Waste and Dry Waste.

Usage of Dumbing Waste:

The wet waste goes to the dumping pit on the college campus And Dry waste on the campus is given to

the waste collection department of Bharahan Mumbai Municipal Corporation's cleanliness department.

Cleanliness Protocol:

During and After Covid college has satisfactory everyday cleanliness work of toilets, classrooms, and campus work is fully done under the guidelines of Maharashtra. During Covid protocols, sanitizers were kept on every floor and entrance.

Green Cover and providing a Pollution free Healthy Environment

A Green Campus is a place where environmentally friendly practices and Educational Practices are visible for promoting sustainable and eco-friendly practices. The green campus concept offers an institution an opportunity to take the lead in redefining its environmental concern and develop new paradigms by creating sustainable solutions to the environmental and social needs of the inhabitants. our University and College did Energy and Environment Audit Reports every Year. The basic aim of an Audit is to provide a pollution-free Environment and a clean campus.

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: C. Any 3 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
Circulars and relevant policy papers for the claims made	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: 3.17

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
0.24553	0.1843	0.03145	0	0.4293

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8

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

Response:

Communal Harmony Fund Raising Program:

Under the guidance of the National Foundation of Communal Harmony, PVDT College of Education for Women has organized many Strengthening programs conducted on National Integration and Fostering Unity in Diversity through collaborative social action, awareness programs, reaching out to the victims of

violence especially children, encouraging interfaith dialogue for India's Shared Security, Peace & Prosperity. PVDT Students have requested all communities to donate an amount for the Nobel cause. The collected amount was handover to the National Foundation of Communal Harmony, Department.

Sustainable Development Goals-Based Activity:

Beach Cleaning Drive:

The institution has conducted a beach cleaning drive in collaboration with NSS SLO Department and Go Green Society after the Ganesh Chaturthi festival. Every year PVDT organized the Swachh Abhiyaan program was conducted where student teachers participated in cleaning the campus premises, and conducting cleanliness and hygiene session for practice teaching school students.

NASEOH Cleanliness Drive:

PVDT College has extensively organized a Cleanliness drive and educational counseling sessions at National Centre for the Handicapped (NASEOH).

Value-Based Program / Workshop/Course:

Dr, Siddarth Ghatvisave, Dr. Pravin Kale, and Dr.Mahesh Koltame designed value-based courses on Peace Education, Stress Management, and 21 Century Learning Skills, etc. in collaboration with Open Education for a Better World (OE4BW) .our teacher trainees also focus on value education while school internship programs.

Counsellor Interview:

PVDT College Guidance and Counselling department organized Counsellor Interviews every year.

Women's Awareness Program

The institute organized a Women's awareness program and Safety Laws in collaboration with the Child Development and welfare department, Government of Maharashtra. Child Development officers shared their personal as well as professional experience .students are awarded about women's safety laws and precaution measures.

File Description	Document
Documentary evidence in support of the claim	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: A. All 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
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:

Title of the Practice: Reflective Practices-Evaluation Program

Reflective Practice is a process where teachers reflect on their own teaching practices and learning behaviour and learn from their own experiences. This type of Reflection allows the teachers to examine before the lesson plan, during, and after the lesson plan situation.

PVDT College of Education for Women is continuously striving for Reflective Practices Self-Evaluation Program for smoothing and effective lesson functioning. Students are doing self-reflection on their own lesson plan into three steps reflective practices formula.

Before Lesson Planning –

Student Teacher Plan their own strategies, Teaching Aids, Examples, Stories, and Information related to content strategically.

During Lesson Planning :

While taking their lessons, students' teachers examine whether the activities they had planned to do are completed or not. so they do self-evaluation during the lesson.

After Lesson Planning :

Students' teacher self-assess their planned work after their teaching content. The student teacher has planned their Self-evaluate strategies, student responses, and planned actions according to content. Student teachers are Planning what changes can be made for the next lesson.

Objective :

- To identify a characteristic of a reflective practitioner
- To examine one's effectiveness of a reflective practitioner to access one's reflective teaching (Before, During, and After).
- To develop a holistic and integrated understanding of self as a teacher

Impact of this practice:

Reflective Practices Self Evaluator Program is very much effective for improving the teaching-learning process. Student teachers evaluated their teaching performance and examined the effectiveness of content transactions.

Resources:

1. B.Ed. Practical Book

Title of the Practice: Language Diversity Programme

Language Diversity Programmes are successfully carried out for this year also. We have added a new language-based program that likes to talk about books, poster presentation, street play on the importance of language, etc. We also arranged cultural programs on the theme of Bhasha Jatra, where Marathi Actor and Foreign delegates visited and encouraged our students.

Objectives of the practice:

1. To create awareness of the Language Diversity Programme.
2. To develop Listening, Speaking, Reading, and Writing skills competencies among student teachers.
3. To design and organize activities on Listening, Speaking, Reading, and Writing skills competencies for the sustainability of SDGs

Impact of this practice:

- Understanding Listening, Speaking, Reading, and Writing (LSRW) skills competencies
- Participate more students in Poster Presentations, Street Play, Basha Jatra, and Talk on Books for developing language competencies.
- Augment the knowledge of language skills.

Resources:

- Books
- Movies
- Short Films
- Creative Presentation
- Author Interviews
- Roleplay
- Innovative Teaching Methods on Constructivism

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:**

As per the motto of our university, An Enlightened Woman is a Source of Infinite Strength we have committed to providing quality-based education to all sectors of our society. As a women's university and college, our students belong to marginalized and minority communities, and they have always faced social and economic problems.

Medical Check-up - Women's Health is very important, in Indian Society it is observed that majority of the women are having deficiency of iron, women are underweight, so every year the college organizes medical check-ups of girls in collaboration with SNT Women University's LT College of Nursing. After a medical check-up counseling sessions by doctors and medical treatment is prescribed.

Kathale Nidhi: The college provides economic help to economically deprived students. Every year colleges notified economically deprived students and provide an amount for educational purposes.

College Scholarship Introduction and Discussion Program: College Head clerk conducting a session on Scholarship Awareness. We have been awarded scholarship schemes, eligibility, and how to fill out forms. and required documents. The college has provided a scholarship information-related kit. College clerks are helping for filling out scholarship application forms. also, our clerk shared updated information on the WhatsApp group as well as individual student Number.

Career Exhibition: The carrier Guidance Cell of the Institute and Department of Guidance and Counselling has organized a career Exhibition for all students. Every year career guidance cell is guided about career and Job opportunities on the respective WhatsApp group. Institute displayed job opportunities on the Notice board.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

SNDT Women's University is the first Women's university in India as well as in South-East Asia. The University was founded by Maharshi Dr Dhondo Keshav Karve in 1916 for a noble cause of Women's Education. The first five women graduated in 1921 from this University. The University Headquarters is in Churchgate Campus, Mumbai and the other two campuses of this University are at Juhu, Mumbai and Karve Road, Pune.

In a century-old existence, the university has grown into a multidisciplinary institution hosting diverse professional, technical and liberal arts programmes from K12 to PhD. SNDTWU is probably one such university where there is a Nursery school as a laboratory for Human Development Department, Centres for Women's Studies, Inclusion and Exclusion, and Distance Education, and has affiliated institutions for doctoral programmes. Unlike most universities in the country which have to have state jurisdiction, SNDTWU is unique in terms of jurisdiction. SNDTWU can affiliate colleges/institutions anywhere in India with prior consent from the State Government.

SNDT Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. The university is committed to meeting the changing socio-economic needs, with human values and purposeful social responsibility and to achieving excellence with "Quality in every Activity" through vocational and professional courses for women. The motto of the university is "An enlightened woman is a source of infinite strength". There are six institutions recognized by SNDTWU for Ph. D. Research. SNDTWU is home to 1100 teaching and non-teaching staff members and 50,000 students spread across seven states and a union territory.

SNDT Women's University stands 32nd amongst multi-disciplinary universities in India and ranked fourth in Western India according to the Week-Hansa Research ranking of 2020.

PVDT College of Education is contributing to providing quality teachers, who will act as an agent of social change.

Concluding Remarks :

PVDT College of Education has a long history of quality teacher education. Our alumni are efficiently contributing to the field of education. The college has highly qualified teaching faculty. Technological facilities, well-equipped infrastructure. Teaching faculty is using technology-based and other innovative instructional strategies (Moodle, Google Classroom, e-portfolios, etc) Transparent evaluation mechanisms, and placement cells. The college has an active NSS unit and all the students participate in NSS activities. Students also participate in social outreach activities, like blood donations, cleanliness drives, street plays, etc. Most of the students are offered a job during the last phase of an internship and students join the job after the final examination. All government-sponsored scholarships are provided to the students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.1.2	<p>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>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)</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>0</td> <td>35000</td> <td>8000</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>0</td> <td>0.3</td> <td>0.08</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has converted the value into lakhs.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	35000	8000	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0.3	0.08	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	35000	8000	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0.3	0.08	0	0																	
4.4.1	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</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>2.18669</td> <td>1.33015</td> <td>2.15655</td> <td>3.05643</td> <td>5.04302</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>2.18669</td> <td>1.33015</td> <td>2.15655</td> <td>2.03</td> <td>5.04302</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared audit report.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2.18669	1.33015	2.15655	3.05643	5.04302	2021-22	2020-21	2019-20	2018-19	2017-18	2.18669	1.33015	2.15655	2.03	5.04302
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2021-22	2020-21	2019-20	2018-19	2017-18																	
2.18669	1.33015	2.15655	2.03	5.04302																	
6.4.2	<p>Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)</p> <p>6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)</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																	

00	291630	00	247786	182382
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	2.9	00	2.4	1.8

Remark : DVV has converted the value into lakhs.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made the changes as per shared report.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</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>242.041</td> <td>5.10</td> <td>6.06</td> <td>6.05</td> <td>9.33</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>4.08</td> <td>5.10</td> <td>4.91</td> <td>5.28</td> <td>8.7</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	242.041	5.10	6.06	6.05	9.33	2021-22	2020-21	2019-20	2018-19	2017-18	4.08	5.10	4.91	5.28	8.7
2021-22	2020-21	2019-20	2018-19	2017-18																	
242.041	5.10	6.06	6.05	9.33																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4.08	5.10	4.91	5.28	8.7																	