YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1. Name of the Institution GURUKRUPA COLLEGE OF EDUCATION AND RESEARCH, KALYAN

- Name of the Head of the institution Dr. Vidyullata Kolhe

- Designation Principal

- Does the institution function from its own campus? Yes

- Alternate phone No. 9922977612

- Mobile No: 9372358687

- Registered e-mail ID (Principal) gurukrupa.sspm@gmail.com

- Alternate Email ID principal.gcerkalyan@gmail.com

- Address SSPM Educational Complex, Near Yogi Dham, Milind Nagar, Gauripada Talav, Kalyan West

- City/Town Kalyan

- State/UT Maharashtra

- Pin Code 421301

2. Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution Co-education

- Location **Urban**

- Financial Status **Self-financing**

- Name of the Affiliating University **University of Mumbai**

- Name of the IQAC Co-ordinator/Director **Dr. Anjali G. Kirkinde**

- Phone No. **9619535190**

- Alternate phone No.(IQAC)

- Mobile (IQAC) **9619535190**

- IQAC e-mail address **principal.gcerkalyan@gmail.com**

- Alternate e-mail address (IQAC)

3.Website address   http://www.gcer.org.in

- Web-link of the AQAR: (Previous Academic Year)   https://www.gcer.org.in/pdf/aqar-report2019-20.pdf

4.Whether Academic Calendar prepared during the year?   **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://www.gcer.org.in/bed_med_academic_calender_2019_20.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.13**	**2016**	**25/05/2016**	**24/05/2021**

6.Date of Establishment of IQAC   **05/07/2016**

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

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

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

NAAC guidelines

- Upload latest notification of formation of IQAC

  View File

9.No. of IQAC meetings held during the year **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report)

  View File

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

- If yes, mention the amount

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

? Webinar on "Personality Development" ? Raksha Bandhan Celebration ? Panel Discussion on "National Educational Policy 2020" ? Slogan Competition in collaboration with University of Mumbai Thane Sub-Campus and Pandita Ramabai Girls Hostel ? 6 Day Online Interactive Workshop on "Self-Development & Capacity Building for Teachers" in collaboration with Bahai Academy, Panchgani.

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

Plan of Action	Achievements/Outcomes
Academic Calendar (Holistically designed)	The Academic Calendar for the session 2020-21 was more elaborate and was successfully executed.
Academic Calendar (Holistically designed)	Webinar Series on "E-Content Development",was organized during COVID-19 PANDAMIC . Students learnt how to prepare Effective PPT and , How to create Google Forms & applied the knowledge during the internship
Institutional Social Responsibility activities were given due importance	Many activities like "Personality Development", Raksha Bandhan Celebration, Panel Discussion on "National Educational Policy 2020" were organized during the session.
To Buy More Books	Nil
To Publish College Magazine	Every Year College published Annual Magazine at the end of academic year. This year also college published two Magazines Namely

13.Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
CDC	06/07/2020

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	**GURUKRUPA COLLEGE OF EDUCATION AND RESEARCH, KALYAN**
• Name of the Head of the institution	**Dr. Vidyullata Kolhe**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**9922977612**
• Mobile No:	**9372358687**
• Registered e-mail ID (Principal)	**gurukrupa.sspm@gmail.com**
• Alternate Email ID	**principal.gcerkalyan@gmail.com**
• Address	**SSPM Educational Complex, Near Yogi Dham, Milind Nagar, Gauripada Talav, Kalyan West**
• City/Town	**Kalyan**
• State/UT	**Maharashtra**
• Pin Code	**421301**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**
• Location	**Urban**
• Financial Status	**Self-financing**

• Name of the Affiliating University	**University of Mumbai**
• Name of the IQAC Co-ordinator/Director	**Dr. Anjali G. Kirkinde**
• Phone No.	**9619535190**
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	**9619535190**
• IQAC e-mail address	**principal.gcerkalyan@gmail.com**
• Alternate e-mail address (IQAC)	

3.Website address	http://www.gcer.org.in
• Web-link of the AQAR: (Previous Academic Year)	https://www.gcer.org.in/pdf/aqar-report2019-20.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gcer.org.in/bed_med_academic_calender_2019_20.pdf

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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
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• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	2	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
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13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
CDC	06/07/2020

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	18/02/2022

15.Multidisciplinary / interdisciplinary
16.Academic bank of credits (ABC):
17.Skill development:
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):
20.Distance education/online education:

Extended Profile

2.Student

2.1   **150**

Number of students on roll during the year

File Description	Documents
Data Template	[View File](#)

2.2   **150**

Number of seats sanctioned during the year

File Description	Documents
Data Template	[View File](#)

2.3   **50**

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

File Description	Documents
Data Template	View File

2.4   **149**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **149**

File Description	Documents
Data Template	View File

2.6   **150**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

4.Institution

4.1   **6,91,000**

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2   **20**

Total number of computers on campus for academic purposes

5.Teacher

5.1   **25**

Number of full-time teachers during the year:

Extended Profile

2.Student

2.1 Number of students on roll during the year	**150**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**150**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**50**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**149**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**149**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**150**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**6,91,000**
4.2 Total number of computers on campus for academic purposes	**20**

5.Teacher

5.1 Number of full-time teachers during the year:	**25**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**26**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Yes, revision of syllabus is undertaken as per the regulations of university of Mumbai for the B.Ed. Class. The academic calendar is prepared at the beginning of the year and it is uploaded on the website. There is an online system of uploading data. Every month GCER prepared Newsletter contains information regarding academic activities and co-curricular activities. GCER follows the syllabus approved by the University of Mumbai. The college stores previous year's question papers in the library

for students' reference. Our college has open door policy so whenever a particular faculty member wants to meet the principal and give feedback about the ongoing programme in an informal way. The Exam Committee looks into smooth conduct of all exams. Our teachers are part of university for setting the question papers. During this year due to COVID-19 Pandemic situation all lectures were taken on online platforms like zoom meetings by the faculty members. To survive from the pandemic situation college took special efforts for the students by arranging various webinars. Internship programs, co-curricular activities were taken by students on online mode. Google Classrooms were created for submissions of Assignments. Internal assessment is done transparently. Interpersonal skills are enhanced through varied workshops.

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

| 1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni | E. Any 1 of the above |

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	D. Any 1 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

17

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

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

2

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

2

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

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

164

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

164

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	[View File](#)
Course completion certificates	[View File](#)
Any other relevant information	**No File Uploaded**

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	**One of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	**No File Uploaded**
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The classroom learning process comprises of varied methods and techniques bearing in mind psychological principles like interest, need and motivation levels of learners. Faculty members make use of various methods and techniques. This caters to different types of learners. In the two year B.Ed. programme, the summative evaluation is held by the university and it comprises of written eaxamination. Task and assignments are given to the students which encourages critical thinking, Emotional Intellgence and communication skills of the students. This year due to lockdown, everyone was under tension and stress. To release the stress GCER conducted various workshops, value added courses, pannel discussions etc. for the students. Faculty members learnedvarious online plaforms for teaching and evaluation purpose. Students also make use of various ways of technology for internship and other academic activities.

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

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

Diversity is everything that makes people different from each other. This includes many different factors like race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your college, you're not doing your job. Students go to college to be prepared for the workforce, so teaching must effectively embrace the realities that come with living. Diversity improves critical thinking skills and encourages academic confidence.

7 ways to encourage a culture of diversity in your school

1. Examine your teaching materials

2. Get to know your students

3. Be willing to address inequality

4. Connect with parents and community

5. Meet diverse learning needs

6. Hire diversely

7. Support professional development opportunities

Diversity expresses itself in so many different ways, so it can

be daunting to try and start conversations

around bringing it to the classroom. All you have to do is start highlighting that diversity. Don't be afraid to admit when you don't know the answer, but always try to keep learning and growing. Listen to what others around you are saying.

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

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

GCER follows student-centered approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project[1]based learning, discovery learning, etc.

- Teaching skills are taught through Orientations, Mega lessons, five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching.
- Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools
- In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

This academic year due to lockdown all orientations, lessons were taught on virtual platforms. For this changing situation, different techniques of teaching were adopted such as ppt presentations, use of Videos, YouTube etc.

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

`150`

2.1.1.1 - Number of students enrolled during the year

`150`

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

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

`5`

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

`5`

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

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

`00`

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

00

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

2.2 - Honoring Student Diversity

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

Admission procedure for B.Ed. in Maharashtra follows the single window system. The Centralized Allotment Process (CAP) will be carried out on the basis of the marks obtained in the Common Entrance Test (CET). Candidates are required to fulfill the specified eligibility criteria for appearing for CET.

We are conduct content test every year, if we found any slow learner so we conducts Remedial Teaching for them to improve their learning ability and try to solve their learning difficulties. But last year we didn't found any Slow Learner so we didn't conducted any remedial teaching for them. It really worked out and proven beneficial for them.

Our institution works on all round development of students. We believe in improvement and updation as per the need of the time for quality education.To bring this quality in teaching learning process are teachers go for continuous feedback from students after almost every lecture. It gives us clear idea about the effectiveness of the lecture and helps us to know about the changes required as well as any kind of development in teaching required.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	**None of the above**

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

Collge follows various students'centric methods.

- **Group discussions were conducted based on subjeact content which are relevant to practical applications. Subject teachers have been motivating students to discuss about topics.**
- **Power point presentation methodology makes students to involve in the contents of the various topics.**

- Teachers use You Tube to make the students understand concepts well. Graphical and pictorial formats makes learning interesting, faculty members searched auadios and videos on the topics form websites.
- Various pannel discussions were arranged by the college on current affairs like personality development, NEP 2020 etc.
- In this year due to COVID - 19 situation, as per the rules of government and university all academic and non-academic activities were conducted on virtual mode. Faculty members used various virutal platforms for making the teaching learning process effective. Even assessment of students was also done with the help of technology. Ues of google forms, google classroom,ppt presentation, MCKCLpackage was successfully done by the college. Our college is lead college under which 10 cluster colleges are there. We are proud to say that all online examinations were conducted successully under our lead college.

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

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

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	**Nil**
Any other relevant information	**No File Uploaded**

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

5

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	

File Description	Documents
Data as per Data Template	*View File*
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	*View File*
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	**Nil**
Any other relevant information	*View File*

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

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring of students. The working environment of the college is conducive for the overall development of the faculty as well as the student teachers. Mentor teachers are chosen for their ability to model quality teaching practices that honor diversity and

create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring. The teachers are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success. Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc. through which learning is made effective & efficient. There is provision for attending various faculty development programs. The college strives to enhance the facilities and equipment so that the faculty does not face any difficulty in the performance of its assigned tasks.

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

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

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

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

Innovation in education encourages teachers and students to explore research. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills. Creativity, innovation and learning Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. Learning involves challenging, refining and improving understanding by being made to think hard. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role: 'One cannot think creatively unless one has the knowledge with which to think creatively. An alternative, and probably more accurate, representation would be to include creativity as a process involved in skills at all levels represented in the taxonomy, and increasingly so with higher order skills. Creative approaches can be very helpful in remembering information. In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

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

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Two/Three of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective	

communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	**No File Uploaded**

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline

learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library

work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	**No File Uploaded**

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

Internship of students is arranged in various private and government aided schools every year. The student teachers Practice Teaching comprises about 50-54 lessons, which include

- **Teaching lessons in Pedagogy Subject I (Including 8 Lessons of Nai Talim) -15**
- **Theme Based lessons – 2**
- **Co-Teaching Lessons – 3**
- **Teaching lessons in Pedagogy Subject II – 5**
- **Co-teaching lessons with peers – 5**

The Practice teaching is thus carried out for more than mandated working days to deliver lessons required by the NCTE

• The student teachers involve themselves in all school activities like conducting the assembly, arranging sports events, school day, Festivals, evaluation, etc.

• They develop files, prepare models and charts.

This year due to Pandemic Situation GCER conducted internship on virtual modes. Necessary instructions and orientation were given to the students accordingly on the meeting. Groups were prepared on the virtual mode. Techniques used in the internship were discussed and implemented accordingly.

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

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

2.4.9.1 - Number of final year students during the academic year

99

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

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

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure

optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

GCER adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools.

1. Two lessons per day are delivered during their practice teaching sessions.
2. Teacher educators (preferably subject experts) from the college are detailed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.
3. 60 to 70 per cent of the lessons in schools are observed by the faculty. Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
4. Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers.
5. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished;
6. Detailed feedback is also provided in the college collectively on subsequent days.

Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

During pandemic situation all activities related to practice teaching were conducted on virtual modes. Lessons were taken on peer groups.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	No File Uploaded

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

programmes)

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	**No File Uploaded**
Two filled in sample observation formats for each of the claimed assessors	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	**No File Uploaded**
Five filled in formats for each of the aspects claimed	**No File Uploaded**
Any other relevant information	[View File](#)

2.5 - Teacher Profile and Quality

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

26

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

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

4

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

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

26

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

26

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

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

The teaching community must keep themselves to pace on this path of change to implement new or modified methods of teaching-

learning process to suit the requirements of the day. The development of teachers can be broadly classified as follows:

Personal: Self-Centered Development:

Teachers can attain this development in Formal and Informal matters. It includes attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Action research can be helpful in the development. Attending in-house training sessions are helpful in boosting development.

Professional: Student-Centered Development:

Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Over a period of time there have been tremendous changes in the education system. Teachers have to have demonstrated that they possess some special characteristics to handle the changing times and trends in education sphere.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

GCER sticks to academic schedule which is being given by the University of Mumbai or Conduction of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth it set out the dates of term end examination. The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar. The time table of external examinations fixed by the University and the same is display on notice board for the students. Any changes are conversed to the students well in advance.

1. Preparatory Exams are conducted every year before university exams.

2. Every teacher conducts regular class tests on the related topic.

Principal & faculty members clear doubts of students with advice about writing correct & appropriate answers. The regular monitoring is done by the college Governing Council. The Principal heads curricular and extra-curricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

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

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

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

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

There is complete transparency in internal assessment. Norms directed by the University of Mumbai have been adopted in the college.

1. At the beginning of the semester, faculty members expose the students to various components in the evaluation process during the semester.

2. Internal assessment test programs like task & assignments, Open Book Test, Class Test, MOCk Test etc. are organized by the college and students are informed in advance.

3. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately.

4. This year exams were conducted by the university on virtual mode. Our college is lead college under which we are having 10 colleges. All semester exams during the lockdown period were conducted successfully by the college as per the guidelines given by the University of Mumbai.

5. Sample papers were provided to the students, MOCK Tests were conducted to familiarized the mode of examination to the students.

6. Students are allowed to apply for reevaluation, recruitment and a challenging assessment by paying the required processing fee to the university if students are not satisfied with the university's assessment through college

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

The academic calendar is prepared by the college according to the guidelines of the University of Mumbai and according to the temporary date sheet of the university examinations. In the semester system, practical are prescribed in terms of planning of departments, time table, attendance review, mid-term tests and science subjects.

Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the faculty members of each department and prior notice is given regarding the conduct of the mid-term and final examinations.

Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year.

The head of each department monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through departmental meetings and staff meetings.

This year though there was lockdown, GCER strictly followed academic calendar. All academic and co-curricular activities were taken on various virtual modes. New techniques were adopted by the students and faculty membders.

2.7 - Student Performance and Learning Outcomes

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

PROGRAMME LEARNING OUTCOMES (PLOs) :

On the completion of the B.Ed. (2 years) Programme, student teachers will be able to develop

Content Competency:

- To impart relevant knowledge with respect to foundation and methodology courses,
- To promote mastery over the required content.
- To understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- To select and use of appropriate assessment strategies for facilitating learning.

Pedagogical Skills:

- To impart teaching skills and strategies to transfer the given content suitably in classroom situations
- To innovate and experiment classroom practices

Professional Ethics:

- To imbibe and uphold qualities of a good teacher ,
- To be just and impartial ,
- To develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

Effective Citizen Ethics:

- To understand different values such as morality, social service and accept responsibility for the society.

Effective Communication:

- To boost confidence and promote abilities to communicate effectively,
- To collaborate with parents and community for the betterment of students.

COURSE LEARNING OUTCOMES (CLOs):

After the completion of the course the student will be able to understand about pedagogy subjects and core subjects.

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

2.7.2 - Pass percentage of Students during the year

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

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

The most appropriate assessments are quizzes, tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as integral parts of the instruction process and as important in helping students learn. Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. . When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades

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

2.7.4 - Performance of outgoing students in internal assessment

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

82

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

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

Know how to prepare them for the assessment. Perform to the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment. Improve their motivation.

Follow the assessment process:

•To make students understand exactly what is expected from them.

•To have a clear understanding of the assessment criteria

• To make students understand what they have to do

•To make students aware how to prepare for the assessment

- **To prepare students for the effective performance to the best of their ability**

- **To motivate students for improvement.**

- **To develop confidence among the students**

- **To develop sense of self analysis and to understand their strength and weaknesses**

In this academic year GCER prepared new plan for the pandemic situation. Where our college not only emphasized on teacher-student learning but also encouraged students for peer learning where students formed various groups for effective learning which involves students learning through a group of students from same batch as well as from senior batch for the guidance through online mode which really helped students for better understanding of the content.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

NIL

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

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

NIL

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	One of the above

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

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

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

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

1

File Description	Documents
Data as per Data Template	[View File](#)
First page of the article/journals with seal and signature of the Principal	[View File](#)
E-copies of outer jacket/contents page of the journals in which articles are published	[View File](#)
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

1

File Description	Documents
Data as per Data Template	[View File](#)
• First page of the published book/chapter with seal and signature of the Principal	[View File](#)
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	[View File](#)
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

9

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

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

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

100, 34, 136, 67, 89, 76, 97, 87, 71

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

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

Nil

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

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

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

The college organizes a number of activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development.Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. GCER organizes and participates in various extension activities with a dual objective of not only sensitizing the students about various social issues but also contribute to the community and strengthen community participation. Due to COVID-19 Pandemic situation as per guidelines given by the government and University of Mumbai,this year GCER conducted various outreach activites like Raksha Bandhan,Panel Discussion on "National Educational Policy 2020",Workshop of Making Eco-Friendly Ganesha &Decoration,Panel Discussion on Women Empowerment,"Financial Literacy & Women.","Aarogyam Dhanasampada.",Awareness of Vishakha Committee and6Day Online Interactive Workshop on "Self-Development & Capacity Building for Teachers" in collaboration with Bahai Academy, Panchgani on virtual platoform. So that everyone can realised the stress of the situation and sensitized about social resposnibilities in the Pandemic situation.

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

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

NIL

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

3.4 - Collaboration and Linkages

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

1

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

1

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

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

1

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The jouney of GCER started in 1991. After so many uears of it's coming into existence, the college is now equipped with well-maintained classrooms, laboratories, Smart Classrooms, library, Reading room, conference room,. ICT enabled classes and computing equiipment to adopt the modern education system. College has enough number of classrooms for engaging regular lectures and common rooms for girls and boys separately. We have college library, computer labs with 20 computers. There are seperate rooms for language lab., sports etc. Following are some ofdetails of the rooms:

Classroom 600 sq.ft each conference room 2000sq.ft Library 900 sq.ft ICT Room with 20 computers and internet facility 99 sq.ft. Principal room 500 sq.ft. Toilet for girls and boys seperately

265 sq.ft each NAAC Room 200 sq.ft. Psychology Lab 600 sq.ft.

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

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

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

8

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	**Nil**
Any other relevant information	**No File Uploaded**

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

25385

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	**No File Uploaded**

4.2 - Library as a Learning Resource

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

than 100 – 200 words.

NIL

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

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

NIL

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

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

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

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

Rs. 11,932/-

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

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

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

0

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	**No File Uploaded**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan	**None of the above**

Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

IT sector is one of the rapidly expanding sectors. In order to cope with the age of modern technology GCER does not lag behind in possessin IT facilities in the institution. To cater to the demands and updated facilities for the students IT infrastructure are in cnstant change and modification.GCER prefer the genuine versions of the software in use. we keep a keen vigilance on the activities of the students as there is a high percentage of variability to deviate in the vast domain of big data. Constant guidance is provided to them and at the very same time they are encouraged torestrain their digital surfing in accordance with the syllabi or any other related arena. The college has a computer laboratory with requisite numobers of computer and these computers are made accessible to the students to instill the IT skill in them. The college develped ICT enabled seminar hall for conducting seminars and workshops. Seminars and workshops were conducted in conference hall with LCD projector and screen. At present college has broadband connection and this facility is accessed in our day to day work.Each department is connected with broadband/wifi facilities where teachers and students can take full advantage of the stystem.During COVID-19 Pandemic situation online examinations can successfully conducted by the college with the help of available faciltieis. Our college is lead college of cluster 8 which is having 10 colleges. But GCER successfully lead all colleges in cluster during the examination period due to this ICT facilities.

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

4.3.2 - Student – Computer ratio during the academic year

15:1

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

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

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

4.4 - Maintenance of Campus and Infrastructure

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

722127

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

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

The need of policymaking and maintainance of facilities arises for the constant, uninterrupted and smooth functioning of theses services and facilities. Following are some of procedures for maintaining and utilizing physical, academic and support facilities:

- **The college has AMC with the local service provider to maintain ICT infrastructure in the campus**
- **Fire Extinguishers are placed in appropriate places and they are serviced periodically.**
- **An external on call electrician takes care of electric fittings and wiring periodically**
- **For drinking water supply the college has installed water purifiers which are maintained by the support staff**
- **24//7 security is provided in the campus to ensure safety of equipments and facilities.**

File Description	Documents
Appropriate link(s) on the institutional website	https://www.gcer.org.in/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and

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

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
3	99

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

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

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

5

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

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

7

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

5.3 - Student Participation and Activities

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

GCER is having student council for B.Ed. and M.Ed. Each cmprises elected members chosen as class representatives. Major activities conducted by the Student Council are as follows:

- **Talent Search Program**
- **Competitions like Rangoli, Fancy Dress, Poster, Slogan (Which also include collaboration with other institutions0**
- **Celebration of clultural festvals such as Diwali, Christmas, Makar Sankranti etc.**
- **Annual Sports Day**
- **Organizing of seminars and workshops related to current issues**

But this year due to COVID Pndamic situtation, college was closed. So all academic and co-curriculualr activities were oraganized on virtual mode.

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

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

27

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

5.4 - Alumni Engagement

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

The college has a strong alumni association since its inception. The alumni are a strong support to the Institution. The Institution nurtures the alumni association to facilitate them to contribute significantly to the development of the Institution through various ways. The alumni's of the college are placed in the different professional fields like media, corporate sector, political field. The association is engaed in different activities.Generally, Alumni Meet is organized once a year. At the meets, reunion of the student teachers, exchange of professional growth ideas, innovations, new trends in the field of education take place. Suggestions given by the alumni are considered for overall improvement of the institute. The alumni have immensely contributed in terms of placements, guest lecturers, industry connect and guidance for postgraduate studies. The association helps in holding interactive sessions to motivate current students about the employability and educational opportunitie abroad.Alumni gave guidance to existing students for examination Organized workshop for the students Interaction of the Alumni with current batch students to clarify their doubts and initiate smooth transition of the new students to the course This year due to COVID-19 Pandemic situation college unable to conduct actaivities.

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

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

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

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

1

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

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

The institution has a strong alumni association, conducting alumni meet since 2005. GCER conducts yearly Alumni geto together, which witnesses a huge participation of Alumni's. Generally,Alumni Meet is organized once in a year. At the meets, reunion of the student teachers, exchange of professional growth ideas, innovations, new trends in the field of education take place. Suggestions given by the alumni are considered for overall improvement of institute. The alumni have immensely contributed in the terms of placements, guest lecturers, industry connect and guidance for post-graduate studies. The association helps in holding interactaive sessions to motivate current students about the employability and educational opportunities. During this year due to COVID-19 everyone was under stress. We all stuck at partiacular point. In such situation our alumni came forward to release stress.Programs like Wbinar on Personality Development , International Literacy Day, Session on Types of Drama under Drama & Art activity, Aarogyam Dhanasampada on the occasion of International Women's day were organized by our alumni. This help was really helpful for our students to come up from stressful situation.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution recognizes the abilities of its faculty and believes in decentralization of tasks and transparency. The administration of the college is decentralized. The following administrative structure is maintained in the college and the functioning is with freedom and autonomy. The Management of the

institution is the Overall in charge. The Principal leads the institution towards its goals, by planning the activities of the institution, forming committees, delegating powers to the in charges and co in charges of the committees, motivating and encouraging the committees to excel in their tasks, monitoring the progress and evaluating the success of all the tasks and projects. Apart from that the principal communicates all significant information to all the stakeholders and maintains records of all the functions of the institution. Decisions about the budget, maintaining the accounts of all expenditure and preparing the audit report annually with the help of the accountant and the administrative staff is also accomplished by the Principal. The Faculty under the guidance of the Principal is responsible for the academic functioning of the college, by being part of a number of specialized committees that work with a high degree of efficiency with considerable autonomy and initiative. The day to day functioning of each committee / portfolio is handled by two faculty members who on need basis consult the Principal for the actual execution of the activities. The faculty in charge of each committee has to submit to the Principal a term wise written report of the academic and non-academic activities conducted. The written reports are used to review and reflect on the progress and quality of the various institutional activities in alignment with Vision, Mission, Goals and Objectives of the institution.

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

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

The success of an institution is totally dependent on the combined efforts of all who work towards attaining the vision of the institution. Right from the Management Committee to the

staff and students, all the stakeholders have a role to play in the development of the college. Our college focuses keenly on decentralization by intending equal opportunity equal role to participate is the functioning of the Institution management comprises of managing committee, college governing council and each committee has been provided with specific functions cater to the needs of institution for the ongoing progress and development of the Institution. The Principal, Heads of the departments, teaching and non-teaching faculty along with student union members, class student representatives together concentrate on fostering the progress of institution by sharing the responsibilities and participate growth of institution and to act according to the aims and objectives of the Institution.

SOME IMPORTANT COMMITTEES:

1)Placement Cell

2)Women's Development Cell

3)Anti Ragging Cell

4)NSS Committee

5)Admission Committee

6)Sports Committee

7)College Annual Magazine Committee

8)Examination Committee

9)Managing Committee

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

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

Our institution, in its working ensures complete transparency in

all its functions. We undertake the following measures in the various fields of work to ensure transparency:

1. Financial Functions: In the office, we have computerized financial account automation software system to ensure transparency in financial functions. We conducted internal and external audit by a chartered accountant every year . Financial transaction is done through the Cheques. Daily Fee Collection is credited in bank account regularly. Cashbook, Ledger Book and Vouchers File are maintained. All the bills are paid through the Cheques.

2. Academic Functions: The college constituted different committees for smooth academic function i.e. IQAC, Academic Audit Committee, Admission Committee, Examination Committee and Time-Table Committee. As per teaching workload timetable is prepared. According to time schedule, teaching and learning process is conducted. Internal and University examinations are taken as per university time schedule.

3. Administrative Functions: For effective administration, we have a participative administrative mechanism. Policy decisions are taken by the Governing Body and the College Development Council (CDC). For the implementation of administrative function, the responsibilities are assigned to the head of the faculty and the departments. The IQAC monitors to enhance and promote the quality culture in the college. Various committees are constituted to carry out administrative functions. There is a Cultural Activities Committee for organizing cultural activities. Some of the extension activities and outreach programmes are organized by the Women's Empowerment and Entrepreneurship Development Cell. We ensured that all the students get fair and adequate opportunity to participate in all the auxiliary functions.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in

not more than 100 - 200 words

Institutional strategic planning is a critical opportunity to imagine a better version of institution, gather ideas from a wide range of stakeholders, and get specific about how to achieve institutional objectives with collaborative decisions about where, how, and why to prioritize resources.

FACULTY DEVELOPMENT PROGRAMME:-

We have conducted 8 Days Faculty Development Programme to bring development in our faculty members.It is proven really helpful to facilitate up-gradation of knowledge, skill and intends to provide opportunities for induction training to teachers employed in different disciplines.

Faculty vitality is the main ingredient to enhance professional education and competence. Enriching the faculty vitality in key domains of teaching, assessing, research, professionalism, and administration is perceived to improve educational environment significantly and enhances the academic performance of learners.

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

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

GCER has been established in 1985. It has a Governing body to monitor and achieving the vision and mission of the institution. It has an effective organizational structure which monitors and improves the institution. The organizational structure of the institution is given below.

1)ADMINISTRATIVE SETUP: The Institutional Management is designed in a scientific way with transparency to get the optimum results out of it. A hierarchical sets up is established from top management to down the level clearly demarking the Duties, Responsibilities, Accountability and Authorities at every stage.

The over-all structure of the Institutional Management is categorized as "ACADEMICS" and "ADMINISTRATION". Keeping in view all the stakeholders more on students an effective administrative system is structured.

2)Service Rules, Policies and Procedures: The institution has its own service rules, policies and procedures for effective functioning of the institution. It is published in 2001 and revised in 2015. All these are available at Principal's office, and library.

Recruitment of Faculty/Supporting Staff:

1)Advertisements are published in the state and national level newspapers.

2)Interviews are conducted by a panel consisting of senior faculty, Head of the Department, External subject expert, Principal and Chairman.

3)Preference is given to relevant qualifications, teaching, research and experience.

4)A demonstration is taken from each person to understand the teaching capabilities and competency.

5)Supporting staff are recruited by the panel consists of HODs, Principal and Chairman.

Promotional Policies Based on the staff performance appraisal, they are promoted to higher levels.

File Description	Documents
Link to organogram on the institutional website	https://www.gcer.org.in/pdf/organogram-of-college-6-2-2.pdf
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and	

Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Governing Body of our college decided to form the following Committees for smooth conducting of Academic and Administrative works, which will be strengthen the students' activities and develop the knowledge of the students.

Committees such as-

- **Admission Committee**
- **Anti-Ragging Committee**
- **Grievance Redressal Cell**
- **Library Committee**
- **Examination Committee**
- **Discipline committee**
- **Extension & Community Work Committee**
- **Student Council Committee**
- **Women Empowerment Cell**
- **Year Plan & Time Table Committee**
- **IQAC Cell**

GCER imparts quality education for students hailing from different areas since 1985 for their social up-liftment. GCER has got very good physical infrastructure with well-equipped laboratories, computing facilities with networking, web based information system, Wi-Fi campus and committed faculty members who are young, dynamic and quality conscious. GCER's willingness to recognize weaknesses and make improvement for atmosphere of success for students, faculty and staff is its uniqueness.

Quality of students (Language, analytical, thinking, motivation) in future Fluctuating job in the country and abroad. Student's assessment and feedback should be taken into consideration. In person feedback from students has to be maintained.

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

6.3 - Faculty Empowerment Strategies

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

Our institution has effective welfare measures for teaching and non-teaching staff. In our Institution Staff welfare is given foremost importance. In connection with this, Existing welfare measure for teaching and non-teaching staff are itemized below:

- Health insurance.
- Medical Leave & Maternity leave for eligible staff members
- As Institution has a multicultural environment in the campus; the management ensures the celebration of all the festivals together.
- Internet and free Wi-Fi facilities are also available in campus for staff
- Short picnics, field visits are organized for the faculty members.
- Faculty development programs(FDP) for faculty members on regular basis
- Skill development courses are organized for non- teaching staff to enhance their skills in work environment.
- Automation of attendance and leave using biometric system.
- All the faculty members who upgrade their research work through quality publications during the academic year are honored by management and institute through research incentive scheme every year.
- All the staff members are treated on par with each other in obtaining benefits from the institution.
- Women Empowerment Cell is established for creating venues

for women members to flourish and gain momentum. In a
nutshell, the Institution strives hard to keep our staff
happy and healthy.

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

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

NIL

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

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

10

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

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

2

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

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

GCERI strictly follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff .The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

The salient features of the performance appraisal system are as follows: Teaching Staff :-

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

b) The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional

duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment.

c) The faculty members are informed well in advance of their due promotion.

d) The proforma filled by the Faculty Member is checked and verified by the Heads of the Departments, followed by the Dean, Secretary.

Non-Teaching Staff All non-teaching staff are also assessed through annual confidential reports and annual performance appraisal. The various parameters for staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, efficient organization of documents (in case of Ministerial Staff) and technical abilities (in case of workshop staff).

The comprehensive Annual Confidential Report comprises of various parameters. i.e., Excellent, Very Good, Good, Highly Satisfactory, Satisfactory, Average and Poor. The overall assessment is based on the cumulative grade by the Reporting Officer/HoD, which is then forwarded to the Director by the forwarding officer. On satisfactory performance, all employees are granted promotions and financial upgradation. The Annual Confidential Report and the Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

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

6.4 - Financial Management and Resource Mobilization

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

The accounts of the college are audited regularly. The college has Statutory Auditors who conduct audit on quarterly basis which involves scrutiny of fees, vouchers, cash book, ledger and grants received disbursement of funds, salary payment, payment of allowances such as DA, HRA, CLA, and TA payments made to the staff as per Government Resolution and other expenditure incurred. There is no pending audit, objection raised or dropped. The auditors also checks various circulars and important Government Resolution pertaining to accounts and arrears, bills, UGC grants and utilization certificates in order to ensure complete transparency in the financial procedures followed in the institution.

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

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

nil

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

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

The accounts of the college are audited regularly. The college has Statutory Auditors who conduct audit on quarterly basis which involves scrutiny of fees, vouchers, cash book, ledger and grants received disbursement of funds, salary payment, payment of allowances made to the staff as per Government Resolution and other expenditure incurred. There is no pending audit, objection raised or dropped. The auditors also check various circulars and important Government Resolution pertaining to accounts and arrears, bills, UGC grants and utilization certificates to ensure complete transparency in the financial procedures followed in the institution

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

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

GCER attempts to chisel out the total quality person through a

persistent focus on imparting quality education, through its innovative, comprehensive and flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning.

. Since the formation of IQAC, it has been performing the following tasks on a regular basis:

- Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students.
- Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.
- Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak. Students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box located in the college, or through email to the Coordinator. The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels. The Institute IQAC regularly meets every three months.

The Institute IQAC prepares, evaluates and recommends the following for approval by the relevant Institute:

(a) Annual Quality Assurance Report (AQAR)

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

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

(d) Stakeholder's feedback

(e) Process Performance & Conformity

(f) Action Taken Reports

The IQAC led efforts to the successful implementation of modern technology in the Institute's administrative functioning through ICT and alternative sources of energy, especially enhancement of solar power. Automation of admission, financial and examination processes, up gradation of Wifi and LAN facilities, have significantly contributed to an enhanced quality of teaching-

learning experience

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

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

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. Admission to various programmes, summer, winter and mid-term vacations, examination schedule and declaration of results are notified in the Academic Calendar. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the Institute. All students are also given a guided tour of the campus and the various facilities. All students are provided with the Student Diary that provides all details relevant for students. Students are apprised of the Time-Table, Programme structure, syllabus of the courses before the semester commences. Important announcements are made in the assembly and attendance and conduct of classes are monitored by the faculties, HODs and proctors of various classes. The Chief Proctor and the Discipline Committee members make random visits to ensure smooth functioning of classes. Class Committees are regularly conducted with students to take feedback and appropriate steps are taken to enhance the teaching-learning process. Feedback from students is also taken individually by teachers for their respective courses, directly through IQAC. Students are also free to approach the principal of the Institute for feedback and suggestions. Feedback is properly analyzed and shared with the Director, Deans, HODs and individual faculty members. The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC

recommendations.

The major initiatives taken over the last five years include the following:

- **Provision for online fee payment**
- **Automation of Examination Processes**
- **Curriculum Development Workshops in many subjects**
- **Green initiatives in Campus – tree plantation**
- **Solar Panels**

The Institute also considers the recommendations of the Advisory Committee on Education, a think tank comprising eminent and renowned educationists and academicians from within and outside GCER, which regularly reviews the progress and makes necessary recommendations in an advisory capacity.

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

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

Nil

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC)	

or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	https://www.gcer.org.in/pdf/IQAC-MEETING-2020-21.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gcer.org.in/pdf/aqar-report2019-20.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	**No File Uploaded**
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	**No File Uploaded**

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

A number of post accreditation quality improvements have been taken during the last five years in GCER:

- **Appointment of Internal Auditor**

- **Swachh Bharat Mission**

- **Make in India**

- **Digital India**

- **Daily Home Assignments**

- **Remedial Examinations after every semester Staff Selection Process**

- **Seminar Evaluation by Students and Faculty**

- **Wifi Connectivity**

- **Solar Panels**

With the help of above mentioned programmes we easily track of the incremental improvements achieved in academic and administrative domain of its functioning through quality assurance initiatives within the institutions since the previous accreditation.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

College is willing to nurture a healthy environment, for which GCER installed solar pannels for campus lights. College always preferred LED lights in some parts of college campus so that consumption of electricity can be reduced. As per government instructions, colleges was closed due to COVID-19 Pendamic situation.

File Description	Documents
Institution's energy policy document	**No File Uploaded**
Any other relevant information	[View File](#)

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

Solid Waste Management: To keep the campus neat and clean, the college has made use of more waste boxes kept in different corners of the college campus, so that students, teaching and non-teaching staff use these boxes as a dustbin. Campus waste is gathered in the dustbins and disposed through Municipal Vehicles.

E-Waste Managerment: The college maintains disposl waste in a planned way. Other E-Waste materials like totally damaged furniture, out of function computers, non functioning digital apparatus and devices like mother board, Hard Drive are stored in a separate room. Refilling of toner and cartridges of printers and maintaining of IT infrastructure are taken care by a technician.

College has displayed various slogans and thoughts to bring environmental consciousness among the faculty members and students.

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

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

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**None of the above**

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

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

The college area is gifted with lush green plants and trees. It is beatuifully landscaped. Regularly watering of the plants is done by the gardner. Landscaping and tree planting has helped transform campus into a green and cool campus. It also brings an aesthetic sense to the young generation and they become conscious about the importance and balance of nature. Due to COVID-19 pandamic situation most of colleges were closed. At the time when teachers, students, parents, vendors were needed for the functioning of the college, the work was done as per the rules given by the govenrment and instructions of the university. Admission was not granted without a mask, students were admitted to the college following social distancing.

Sanitization faclities were kept ready at eavery floor of the campus.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

Rs. 1,02,000/-

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

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

GCER always comes forward for helping community. During the COVID-19 Pandamic Situation we came forward to fullfil responsibility towards the society. As faculty members and students were at home, we arranged different webinars and online workshopsfor students which can dirvert their minds from the COVID-19 Situation. College conducted webinars related to Finance Literacy, and Aarogyam Dhanasampada especially for the women.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	E. None of the above

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

7.2 - Best Practices

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

PRACTICE O1(DEVELOPING EMPATHY THROUGH SALUTATION)

Objectives:

1)To develope social responsibility among students.

2)To appreciate the efforts of Corona Worriors.

Pendemic of Corona is like curse on us,It was an unpredictable situation which the whole world was facing in those dark days.

It was the period of anxiety, frustration, depression and mental torture and distress.The whole world was stucked,what would be the next.

When every one is worried about to save their own lives then the Corona worriers put their lives in danger and came forward to help the sufferers in the form of Doctors,Nurses,Sweepers,Cleaners etc.

To salute and appreciate their courage and efforts each member of GCER FAMILY had saluted.

PRACTICE 02(AWARENESS OF TECHNOLOGY)

Objectives:

1)To develop scientific temper among students.

2)To aware the uses and importance of technology in today's world.

Technology plays a very vital role in today's world.Everything is depents on technology.In pendemic technology played a vital role in connecting the people with maintaing the rule of social distancing.

GCER had orgainzed various Online Webinars and Workshop to aware the students how to use technolgy? It was also focused on the importance of Technology in today's world.It was proven really helpful for students as they are considered as Covid Batch.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

Gurukrupa College of Education Research is the unaided Teacher Education College for the course of B.Ed. M.Ed., affiliated to the University of Mumbai. Ours is the pioneering Teacher Education College established in July 1990 by SSPM, Mumbai. The college aims at imparting Quality Teacher Education. Different curricular ad co-curricular activities are organized for All round development and transforming student teachers form a mere collegian teacher and a responsible dignified teacher and civil

citizen. The college implements curriculum effectively by doing the proper academic planning and ensuring academic flexibility with regular feedback mechanism. The college is accredited by NAAC with 'B' Grade in the year 2016. The institution contributes to National Development by empowering the student teachers through quality teacher education programs leading to qualified expert human resource. Student teachers are exposed to national seminars, workshops, symposia and special lectures and also provided practical training through field visits, action research and assignments. The institution has established IQAC cell, implemented TQM strategies and has set up linkage with National and state agencies. The institution conducts Quality oriented seminar/workshop. Eminent speakers and public personalities are invited to share their expertise. The institution has a symbiotic relation with the schools, community and other stakeholders.

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