



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

Gurukrupa College of Education & Research

- Name of the Head of the institution **Dr. Vidyullata Kolhe**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **9372358687**
- Mobile No: **9922977612**
- Registered e-mail ID (Principal) **gurukrupa.sspm@gmail.com**
- Alternate Email ID **principalgcer@sspmmbai.in**
- Address **S.S.P.M. Educational Complex,
Near Shubham Apartment, Yogidham-
Gouripada Road, Milind Nagar,
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 Kirinde**
- Phone No. **9619535190**
- Alternate phone No.(IQAC) **9372358687**
- Mobile (IQAC) **9619535190**
- IQAC e-mail address **gurukrupa.sspm@gmail.com**
- Alternate e-mail address (IQAC) **kirkinde.anjali@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <http://www.gcer.org.in/>
https://www.gcer.org.in/AQAR_Report_2020-21.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/pdf/B.Ed.Acadamic-calender-21-22.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/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	00

8.Whether composition of IQAC as per latest**No**

NAAC guidelines

- Upload latest notification of formation of IQAC No File Uploaded

9.No. of IQAC meetings held during the year 3

- 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)

Online International Yoga Day

Guidance on B.Ed. & B M.Ed. CET

Webinar on " Personality Development"

Rakshabandhan Celebration

Online webinar on "NEP 2020 "

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 2021-22 was more elaborate and was successfully executed.
Execution of Academic Calendar	Online International Yoga Day, Webinar on
Institutional Social Responsibility activities were given due importance	Many activities like Webinar on
To Publish College Magazine	Every Year College published Annual Magazine at the end of academic year. This year also college published two Magazines.

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Gurukrupa College of Education & Research
• Name of the Head of the institution	Dr. Vidyullata Kolhe
• Designation	Principal
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• Alternate phone No.	9372358687
• Mobile No:	9922977612
• Registered e-mail ID (Principal)	gurukrupa.sspm@gmail.com
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• IQAC e-mail address	gurukrupa.sspm@gmail.com				
• Alternate e-mail address (IQAC)	kirkinde.anjali@gmail.com				
3.Website address	http://www.gcer.org.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.gcer.org.in/AQAR_Report_2020-21.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/pdf/B.Ed_Acadamic-calender-21-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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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			No File Uploaded		

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Name of the statutory body	Date of meeting(s)
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14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021	21/07/2021

15. Multidisciplinary / interdisciplinary

NEP 2020 envisions an Education system routed in Indian ethos that contributes directly to transforming India sustainably into an equitable and vibrant knowledge society. The vision of NEP is to provide high-quality education to develop human resources in our nation as global citizens. In order to provide holistic academic growth among students, an interdisciplinary curriculum has been proposed by NEP which gives freedom to the students to choose their preferred options from the range of programs. NEP 2020 calls for structural changes, regulatory reforms, and the introduction of a holistic and multidisciplinary curriculum. Its

biggest impact would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, and innovative nation. In order to fulfill the objectives of NEP 2020, our college will draft a road map for incorporating the features of NEP 2020. Already we are using different innovative methods and techniques like team teaching, and integration to provide multidisciplinary and interdisciplinary experiences to the students. Guest Lectures and various online workshops were organized during the pandemic situation for the students to provide them training about online teaching and learning.

16.Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) will be of great help to the students. It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re entry points. This will enable students to select the best courses or combinations that suit the aptitude and quest for knowledge. The ABC can allow students to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single University or autonomous college.

17.Skill development:

The NEP 2020 envisioned for the holistic development of youth with emphasis on raising Gross Enrollment Ratio (GER) but also on skill development as the main factor to make the mission 'Self Reliant India' possible. There is a revised approach vocational courses to be offered by higher education institutes. UGC has introduced Deen Dayal Upadhyaya KAUSHAL KENDRAS (DDUKK) for promoting vocational education in continuation to its initiatives for introducing community colleges and B. Voc. Programmes realizing the importance and the necessity for developing skills among students and creating work ready manpower on large scale. To understand vocational education we had conducted a virtual discussion session among all faculty members on vocationalization of Education as per NEP 2020. We are exploring the vocational courses useful for the local need: 'Vocational for Local' to explore the vocational courses useful for the local and course need.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Indian knowledge system will include knowledge from ancient India to modern India and a clear sense of India's future aspirations with regard to education, health, and the environment. GCER celebrates Hindi Diwas, and Marathi Din to encourage Hindi and Marathi Learners and understand the cultural values permeated by the literary works in Hindi and Marathi further. Indian ethos and professional ethics, Indian culture and heritage in the curriculum of B.Ed. teaches cultural values in Indian tradition so a would-be teacher imbibes value orientation. Through drama and art in education, we provide them with exposure to Indian culture. The college is planning to host events, lectures, and performances open to the larger community to promote Indian Knowledge Systems, Languages, Culture, and values.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

GCER has adopted Outcome Based Education (OBE) for B.Ed. program. Learning Outcomes have been appropriately defined at the program and course level (PLOs/CLOs) and appropriate learning experiences are designed and delivered to facilitate the attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve academic quality. B.Ed. course is designed with outcomes entered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating, and creating.

20.Distance education/online education:

The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfil stipulated criteria should offer ODL and online programs so as to reach out to geographically and socio-economically disadvantaged groups. Due to COVID-19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings on various virtual platforms like zoom, Google meet, etc., Due to COVID-19 pandemic, educational institutions in the country has increasingly involved in using digital platforms for engaging classes, conducting conferences, webinars, and meetings. This can be considered as the new normal, which is envisaged in NEP 2020 as well. Institute has successfully imparted its course content delivery in online mode during the pandemic situation and also conducted online

examinations successfully and we are proud to say that we have successfully completed our responsibilities as a Lead College. Courses and providing opportunity to the teachers and students to learn online to enhance their knowledge and professional skills. For example in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated in to higher 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 75

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

File Description	Documents
Data Template	View File

2.4 150

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 150

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	6555845
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	30
Total number of computers on campus for academic purposes	

5.Teacher	
5.1	24
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	24
Number of sanctioned posts for the year:	

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	

The course of revising the syllabus and curriculum is undertaken as per the regulations of university of Mumbai for the B.Ed. and M.Ed. Courses. 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. For uploading data every month GCER prepares Newsletter in order to give 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 Page 12/88

25-04-2023 12:35:33 Annual Quality Assurance Report of GURUKRUPA COLLEGE OF EDUCATION AND RESEARCH, KALYAN for students' reference.

We take feedback from students and parents on regular basis based on which required changes we opt for the better teaching-learning process. The Exam Committee looks into smooth conduct of all exams. Our teachers are part of paper setting committee of university. Internal assessment is done transparently. Interpersonal skills are enhanced through various workshops and seminars. We also arrange guest lectures where we arrange lecturers from out of state through online platform, in order to provide various dimensions of learning from different states to students.

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

51

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

51

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

All 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.

Our institution focus on holistic development of the students. The classroom learning process comprises of varied 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 examination. Task and assignments are given to the students which encourages critical thinking, Emotional Intelligence and communication skills of the students. stress is major problem for students in todays time. To release the stress GCER conducted various workshops, value added courses, pannel discussions etc. for the students. Faculty members participate effectively in teaching-learning workshop in order to develop new ways of teaching. Students are always encouraged to think out of the box and make learning effective.

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

Our college respects and make healthy environment for all types of learners. Our college work on different activities and important days celebration in order to take care of all types of learners. This includes many different factors like race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. Our teaching techniques are planned in such a way so that it can help all students to participate effectively. 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. Different ways which we follow to encourage a culture of diversity in your school are weexamine our teaching materials, we work to know our students, we connect with parents and community. We focus tomeet diverse learning needs with proper planning of the content. Our quality assurance committee takes continious feedback which helps to develop new teaching-learning design. All you have to do is start highlighting that diversity. Our college is having various committees which takes care of all round development of students.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
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 based learning, discovery learning, etc. Teaching skills are taught through Orientations, Microlessons, 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. Lessons were taught on virtual platforms as well in order to provide different approaches to students. For this changing situation and increased use of ICT, different techniques of teaching were adopted such as powerpointpresentations, 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	One of the above
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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

Feedback collected and analysed

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

2

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

2

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 updating 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	No File Uploaded
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	Two/One of the above												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Relevant documents highlighting the activities to address the student diversities</td><td>View File</td></tr> <tr> <td>Reports with seal and signature of Principal</td><td>View File</td></tr> <tr> <td>Photographs with caption and date, if any</td><td>No File Uploaded</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	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	No File Uploaded	One of the above
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Photographs with caption and date, if any	No File Uploaded												
Any other relevant information	No File Uploaded												
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity													

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	View File
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	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

- College follows various students' centric methods. Group discussions were conducted based on subject content which are relevant to practical applications. Subject teachers have been motivating students to discuss topics.
- Powerpoint presentation methodology makes students involved in the contents of the various topics.
- Teachers use YouTube to make the students understand concepts well. Graphical and pictorial formats make learning interesting, faculty members searched audio and videos on the topics from websites.

- Various panel discussions were arranged by the college on current affairs like personality development, NEP 2020, etc.
- Webinars were arranged by the college on current issues like stress management, anger management, personality development, etc.

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	Two of the above
File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	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	
<p>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.</p> <p>Mentor groups are created for student's ability to enhance the quality learning and teaching practices that honour diversity and healthy classroom environment for the students. Various workshops, webinars are arranged on present issues related to education like use of technology, stress management, anger management, and personality development.</p> <p>The teachers are provided with additional space in the college for establishing direct rapport with the needy students. 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</p>	

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

One of the above

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

One/Two of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice

Two/Three of the above

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

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	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

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

Two of the above

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

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

One of the above

File Description	Documents
Data as per Data Template	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 of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

Two of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	No File Uploaded
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

One of the above

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

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

Internship 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	View File
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

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	No File Uploaded
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	View File

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.

GCEER 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.

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)

One of the above

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

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

One of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
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

24

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

24

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

One of the above

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 teachinglearning 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 members.

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

2.7 - Student Performance and Learning Outcomes

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

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	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

80

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 teacherstudent 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

00

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)

00

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

supports	
File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded
3.2 - Research Publications	
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year	
4	
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	No File Uploaded
Any other relevant information	No File Uploaded
3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year	
4	

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	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

15

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

24

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

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

34

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

34

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-neighbourhood 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. GCER conducted various outreach activities like Raksha Bandhan, Panel, Workshop of

Making Eco-Friendly Ganesha, Poster & Solo Acting Competition, Youth one student one tree-YOSOT, Wealth Awareness webinar, Workshop on Sustainability in Campus etc.

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 journey of GCER started in 1990. After so many years 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 equipment 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 separate rooms for lab., sports etc. Following are some of details 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 separately, 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)

101833

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

One of the above

File Description	Documents
Data as per Data template	View File
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)

6608

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

Nil

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

None of the above

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 possession IT facilities in the institution. To cater to the demands and updated facilities for the students IT infrastructure are in constant 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 to restrain their digital surfing in accordance with the syllabi or any other related arena. The college has a computer laboratory with requisite numbers of computer and these computers are made accessible to the students to instil the IT skill in them. The college developed 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/Wi-Fi facilities where teachers and students can take full advantage of the system. During COVID-19 Pandemic situation online examinations can successfully conducted by the college with the help of available facilities. 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:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

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

One of the above

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

4.4 - Maintenance of Campus and Infrastructure

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

3825406

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 maintenance of facilities arises for the constant, uninterrupted and smooth functioning of these services and facilities. Following are some of the 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 equipment's 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

One/Two of the above

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	Three/Four of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	D. Any 1 of the above

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)

One of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	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
10	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).

6

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	No File Uploaded
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)

4

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

GGER is having student council for B.Ed. and M.Ed. Each comprises 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 institutions) Celebration of cultural festivals such as Diwali, Christmas, Makar Sankranti etc.

Important days celebration with its objectives and significance.

Annual Sports Day Organizing of seminars and workshops related to current issues.

Field visit planning and excursions.

Research related workshop for students.

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

32

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 engaged 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 opportunities 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.

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

2

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. Our college also organised programs like Webinar 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 and learn the lesson useful for life.

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. The following administrative structure is maintained and the functioning environment is with freedom and autonomy. 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, 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, accounts of expenditure and preparing the audit report annually is accomplished by the Principal with the help of the accountant and the administrative staff. The in charge of each committee has to submit to the Principal a term wise written report of the academic and non-academic activities. These help in 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. 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) Admission Committee

5) Sports Committee

6) College Annual Magazine Committee

7) Examination Committee

8) 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.

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.

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.

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 in newspapers. 2)Interviews are conducted by a expert panel.3)Preference is given to relevant qualifications, teaching, research and experience. 4)A demonstrationis conducted

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

One/Two of the above

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

0

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

0

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.

GCER strictly follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff. The performance of each employee is assessed annually. The objective is not only to evaluate the performance, but also to identify potential aspects for improvement. 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 & (PBAS). b) The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities. 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. The parameters are Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation, efficient organization of documents (in case of Ministerial Staff) and technical abilities (in case of workshop staff). 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.

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

Regular audits are conducted for the college accounts. 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 check 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 apersistent focus on imparting quality education, through its innovative-flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning.

Formation of IQAC forperforming the following tasksregularly:
Improvement inquality teaching and research by regular inputs to all concerned based on feedback Providing inputs are utilised for the betterservices to students &staff. Weak area are improved by provided inputs for Academic and Administrative Audit and analysis .Suggestion Box are provied for the feedback of students & staff that can also be donethrough mail.The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels. The Institute IQAC meets every three months. The Institute IQAC prepares, evaluates &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.

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 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, 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, various co-curricular activities, discipline and culture of the Institute. All students are given detailed information of the campus and the various facilities. Student Diary distributed to 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. Feedback from students is taken individually by teachers for their respective courses, directly through IQAC. Students are free to approach the principal of the Institute for feedback and suggestions. Feedback is analyzed and shared with the Director, Deans, HODs and individual faculty members.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

12

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

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

One of the above

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/IOAC_MEETING_2021-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gcer.org.in/AQAR_Report_2020-21.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• 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 panels for campus lights. College always preferred LED/ CFL lights in some parts of college campus so that consumption of electricity can be reduced.

The institution makes effort for energy conservation by reducing the consumption of energy and using less of an energy service. Conservation of energy has been done by various methods.

- Planting trees all around the campus so that there is a less usage of air conditioners.
- Designing features of the building that maximizes the use of natural light. Adding blinds or other window fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight.
- Encouraging students to do their part by creating a point system for recyclers or assigning extra credit projects focused on recycling and environmental impact.
- Taking the time to power down the computers each afternoon can do a lot to reduce power usage.
- Imparting education about how to reduce electricity at Institutes many students will proudly contribute to the efforts to make their campus a little greener.
- Switching the lights off when the students leave the classrooms.
- Unplugging projectors, computers etc. after the use.

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.

Institute carries out waste management in following ways:

Segregation of waste into five categories - viz. General, Food, Plastic, E-waste & Bio hazardous Food waste is further used in the compost pit for use in soil enrichment. Staff members are given regular training regarding benefits of waste management. Monitoring is carried out periodically by the head of the institution.

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 Management: The College maintains disposal 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

Two 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	View File

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

Cleanliness and sanitation is widely practices in the institution. Several dedicated staff members have been engaged to maintain high hygiene standards.

Safe cleaning material is used. Care is taken to ensure that personnel engaged in cleaning operations are kept safe and aware of material they are using.

The college area is gifted with lush green plants and trees. It is beautifully 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. Several varieties of trees, plants, etc. have been planted and continuously maintained. These help in keeping campus fresh as well as healthy and a pleasing appearance. Gardeners are employed to maintain green cover. No pesticides are used. Students and staff are motivated to give suggestion for improving green cover.

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

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-

Two of the above

free campus Move towards paperless office
Green landscaping with trees and plants

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)

78,000/-

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

The Institution strives to leverage both their knowledge and partnerships more effectively as competitive assets. Indigenous people and local communities have established longstanding relationship with their surrounding environment. They have accumulated holistic knowledge over centuries which have allowed them to maintain an equilibrated social ecological system. They have also overcome a variety of crisis and challenges. Therefore, the involvement of indigenous communities is relevant to promote sustainable development and environmental management. GCER always

comes forward for helping community.

- The institution encourages staff to be a part of the community and how the staff can know that becoming a part of these groups can contribute to their personal and career development.
- As learning takes place in a social context, thus cultivating relationship among its members is highly important so gives them opportunity to socialize, develop friendships and be more comfortable. Members have a high level of participation, and involvement in the community, activities.
- Workshops are organized on community engaged teaching and a working group on these pedagogies for experienced faculty are hosted.
- Local community also tries to be flexible in choosing projects that will provide meaningful learning experiences for students.

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	No File Uploaded

7.2 - Best Practices

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

Best Practice Title:

GCER: ONE STUDENT ONE TREE

Need of this Best Practice:

It is rightly said by Lord Orrery that "Trees are the best monuments that a man can erect to his own memory. They speak his praises without flattery, and they are blessings to children yet unborn." This year GCER decided to celebrate World Ozone Day in unique way. For this purpose we planned activity "GCER, ONE STUDENT ONE TREE."

Objectives:

1. To develop social responsibility among students.

Impact:

- It created awareness about the depletion of the Ozone Layer and search for possible solutions to preserve it.

Best Practice Title:

"New Trend of Raksha Bandhan: The Unique Bond!!"

Need of this Best Practice:

The bonding between brother and sister is unique and is beyond description in words. But with the changing times can't we bring a slight modification into this custom? Aren't these sweepers, cleaners frontline workers too? We need to break these shackles and set a new example

Objectives:

- To inculcate values like equity and equality among the students

Impact:

- Students can able to know the feelings of our maid, sweeper, cleaner etc.
- GCER can successfully inculcate value "Respect to all" among the students.

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

7.3 - Institutional Distinctiveness

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

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. The College aims at imparting Quality Teacher Education and accredited by NAAC with 'B' Grade in the year 2016. The Institute has established its distinctive approach towards the comprehensive vision, which is essentially quality and

value based education. Institute in its endeavour to implement its curriculum incorporating its mission and vision with contemporary issues has evolved a number of best practices like Knowledge Centre, Co-Curricular Activities, Association etc.

Different curricular and co-curricular activities are organized for All round development of student teachers. The college implements curriculum effectively by doing the proper academic planning and ensuring academic flexibility with regular feedback mechanism. Student teachers are exposed to national seminars, workshops and special lectures. The institution conducts Quality oriented seminar/workshop. Eminent speakers and public personalities are invited to share their expertise. The teaching and the extracurricular activities are oriented in such a way that the mental health, physical disability, skill development related requirements do not take a backseat. To make students aware of the wider social context, they are encouraged to participate in regular programs organized by the Institute.

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