



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	ANJUMAN-I-ISLAM'S AKBAR PEERBHOY COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. Asma Ayaz Shaikh
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02227801214
• Mobile No:	9833923545
• Registered e-mail ID (Principal)	principal@akbarpeerbhoyvashi.org
• Alternate Email ID	apce.vashi@gmail.com
• Address	Plot No. 15, Sector 10 A, Vashi,
• City/Town	Navi Mumbai
• State/UT	Maharashtra
• Pin Code	400703
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural

• Financial Status	Self-financing
• Name of the Affiliating University	University of Mumbai
• Name of the IQAC Co-ordinator/Director	Mrs. Hoor jahan Hasan
• Phone No.	02227801214
• Alternate phone No.(IQAC)	02227800169
• Mobile (IQAC)	9326076530
• IQAC e-mail address	hoorhasan@gmail.com
• Alternate e-mail address (IQAC)	shaikhasmakk@gmail.com
3.Website address	https://akbarpeerbhoyvashi.org/
• Web-link of the AQAR: (Previous Academic Year)	https://akbarpeerbhoyvashi.org/aqar-reports/
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://akbarpeerbhoyvashi.org/academic-and-administrative-planner/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	73	2004	03/05/2004	03/05/2009

6.Date of Establishment of IQAC

06/06/2016

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Institution	Rajshree Chhatrapati Shahu Maharaj	DBT	10/12/2021	112612.50

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (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	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
Organized one-day Webinar for the In-service Teachers of Ideal Education Society Theme: Challenges and Strategies of Online Learning on 19th June, 2021		
Organized Value Added Courses : One week Yoga Training Programme. Resource Person : Qualified Yoga Trainer Mrs Shabana Khan from 23rd to 28th August, 2021 & Interactive Series an initiative for its Student Support and Progression Entitled 'Beyond the Curriculum'		
"Organized Community Week : Health Marathon, Dental Check Up Camp & Health Check Up Camp, E-Waste Closure and Community Lunch and Workshop Digitalization of Education - Mrs. Preeti Kapoor (F.Y.B.ED. Student), Dyslexia - Ms. Manjushree Patil, Founder & Director, Aatman Academy, Followed by Food kit preparation and Distribution from 14th to 17th March, 2022. "		
Organized Two Days Teachers Training Programme for future teachers (Interactive Series 2) by IQAC & Alumni AIAPCE on the theme: "Don't postponed happiness, Smile to make lasting impact" on 22nd & 23rd November, 2021		

Organized Campus Placement Activity for our passed out B.Ed. students at College Lecture Hall in association with Avalon Heights International School, i. Radcliffe Group of Schools, Sai Holy Faith High School & Orchids The International School on 16th October, 2021 & 01st April, 2022.

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
<p>Admission : Online meeting, whatapp group, training for CET, Zakat Provision and installment facility</p>	<p>Total Admitted students were 47, 3 student had cancelled the admission</p>
<p>Workshop & Webinar: Lesson planning, workshop, lessons, learning resources and cooperative learning techniques, maxims of teaching, remedial teaching, quality of teacher, CAM, CAL, concept mapping and cake making.</p>	<p>Student acquainted with the skill of teaching lesson on online platform. They delivered lessons using maxims, approach of teaching and various other teaching strategies. They learnt to present lessons using online mode and get expertise in using technology.</p>
<p>Evaluation: Incorporate advance in ICT in curriculum transaction as well as assessment. Strong functioning on mentoring, tutorial and supervised study. Reimagine, redesign the internship programme. Preparation for class test, essay, task and assignment, reflective journal and reports.</p>	<p>Strengthen evaluation and feedback practices for students as well as teachers • Establish Extensive use of ICT in teaching, learning and evaluation . • Re-imagined School Internship programme by conducting staff meeting with heads of the internship school (Understanding school expectations, students survey , preparatory sessions for online teaching, all types of lessons) • Enhanced reflective practices • Adapted mentoring, tutorial and remedial programme • Content enrichment, CET orientation, guest lectures, workshops, yoga, Extension work, club activities organised . • Strengthened</p>

	library services provided resources.
Inservice Teachers Training Programme	Organized one-day Webinar for the In-service Teachers of Ideal Education Society Theme: Challenges and Strategies of Online Learning on 19th June, 2021
Interactive Series an initiative for its Student Support and Progression Entitled 'Beyond the Curriculum'	<p>Social Responsibilities of Teachers: Resource Person: Mr. Iqbal Kaware, Member College Committee on 01st September, 2021• Innovations in Information and Communication Technology and their Challenges Future Education System : Prof. Shaikh Imran Marathwada College of Education, Aurangabad on 10th January, 2022..• Improving Decision Making Skills. : Dr. Asma Shaikh, Principal, AIAPCE on 27th September, 2021. • Developing Multicultural and Pluralist School: Ms. Sayyada Mohtasham Imran, Associate Professor, Chiraya Kaushalya Devi Adhyapak Vidhyalaya on January 27, 2022. • Creating Supportive Environments for Learners with Autism: Mrs. Anjali Bapat, Special Educator and Art Based Therapist on 22nd April, 2022.</p>
IQAC and Alumni of Anjuman-i-Islam's Akbar Peerbhoy College of Education, Vashi is organising the Two Days Training Programme Interactive Series 2. Theme: "Don't postponed happiness, Smile to make lasting impact	<p>Mrs. Simi Kamlesh Sharma (Principal, Avalon Heights International School & Alumni, AIAPCE) - Integrated Learning• Adv. Anusha Shete (Lawyer & Alumni, AIAPCE) - Principles of Teaching - Learning• Ms. Sudipa Mondal (Alumni, AIAPCE)- A teacher through the lens of ambitious demands of the society. • Ms. Uzma Batey (Alumni, AIAPCE) - Promoting</p>

	Mental Health
Infrastructure & Teaching Learning Device Upgradation	Lecture Hall, Library, Staff Room, Psychology Room & Method Room repair and painted all computer were formatted and upgraded
<p>Transaction of Teaching, Learning. For the current academic year, the college proposes the following:</p> <ul style="list-style-type: none"> • To cater to diverse needs of students through varied services • To cater to students' needs by strengthening our Tutorial and Remedial program, Mentor group. To bring in innovative practices in practice teaching. • To strengthen reflective among student teachers on their practice lessons and other learning on the field. • To motivate teacher educators to experiment with interactive, participatory and innovative practices in the transaction of curriculum. • To bring in an element of novelty and flexibility in assessment and evaluation through small initiatives like peer assessments. • To institution and feedback overall working of the integrate ICT in curriculum transaction, the mechanism. • To strengthen the use of ICT in assessment, evaluation processes and delivery of instruction. The college plans to identify and implement good practices for enhanced teaching, learning and evaluation processes. 	<p>The students will be able to apply theoretical knowledge in the classroom for practice teaching. The student will be able to apply skills in terms of critical thinking, problemsolving skills. Skill in constructing different types of lesson plan (constructivist, experiential, collaborative, heuristic, inductive, deductive, CAM, concept mapping module, 7E's, role play, dramatization and narration. Skill in organizing workshops, seminars, events (celebration of important days, awareness programme) Skill in use of maxims of teaching, methods and approach of teaching, correlation Of subject. Skills in evaluation(unit test, blue print, questioning paper Skill in presentation (personality, development of soft skills, interviewing skills, self-learning skill(task and assignment, Skill of conducting research (action research), Skills of using tools and technology (MS Office, canva, multiple app).</p>
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

Year	Date of Submission
2021	15/12/2022

15. Multidisciplinary / interdisciplinary

Theme based lesson as a part of practicum and LAC as an interdisciplinary course. One of the good practices that is theme based and it results in development of skills in integrating multiple subjects with a core theme/social problem. This gives the students multidisciplinary knowledge. The theme based approach is a way of teaching and learning, whereby many areas of the curriculum are connected together and integrated within a theme. It was explained and demonstrated then students collaborated with their peers from different disciplines to deliver a lesson to practice teaching. So multidisciplinary is understood in theory as well as in practice. One of the assessment for the interdisciplinary course LAC involves making multidisciplinary glossaries in respective discipline. The student made report and submitted/ shared on google then other students went through each other's assignment. So this way we had multidisciplinary.

To promote interdisciplinary approach unit one in every pedagogy paper is added so that student teacher will be able to understand the basic concepts associated with academic disciplines. They understand the place of different disciplines in school curriculum its nature and scope.

In ability course 2 reading and reflection on text in task and assignment students explore multicultural perspective of local / classic/ world literature stories folk play and reflect its influence on individual and social life.

16. Academic bank of credits (ABC):

The curriculum of the University of Mumbai has been divided into two course areas theory and practicum and evaluated all to credit based

choice system. The core courses made up of five theory papers carry 30 credits. The elective course which includes pedagogy and special fields have 18 credit points. 4 Papers carry 24 credit points as part of interdisciplinary course. The ability course which includes two papers carry 6 credit points. The project based course which includes internship, community work, action research, participation in co-curricular activities carry 30 credit points while audit course carry 3 credit points.

The entire course carries 1:11 credit points for 6 components. The performance of students is evaluated both through internal and external assessment. Internal assessment is a continues process and is evaluated through task and assignments and the practicum component first of B.ED. Programme. Each credit point represents 12 hours of teaching.

17.Skill development:

The institution has several initiatives to provide value based education that inculcates human values of life. Following programme conducted:

- International Yoga Day: Effect of Yoga in Increasing the Immunity during Covid-19 Crisis – Manage stress hormones that compromise the immune system. Effective coping skills and reaching a more positive outlook on life.
- Coping with Stress: Teacher as a Counselor. Stress management skill. Socialization, Assertiveness skills, Time management, communication skills, creativity, team work, leadership and problem solving.
- Undertaken a Project called Mahatma Gandhi National Council of Rural Education for Swachhata.
- Topic covered "Beyond the curriculum": Adding Value to One's Professional Journey, Improving Decision Making Skills, Integrating ICT for Effective Teaching with LMS, Understanding Coping Mechanisms and Teaching is Empowering for both the Learner and the Teacher
- Vaccination and Aids awareness rally, tree plantation.
- Team work skills, life skills and interview skills through Mahindra Pride Classroom-Naandi Foundation.
- Developing Critical Skills for Effective Functioning in the School Environment & Developing and Facilitating Cognitive and Affective Skills by organizing inservice teachers training programme.
- Micro teaching workshops organized for students to develop skills like questioning, set induction, explanation,

illustration, BB skill and stimulus variation.

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

The faculty members are conversant with at least three languages (Hindi, Marathi, English), few with four languages (Hindi, English, Marathi & Urdu). And they used the bilingual approach while teaching /learning process. We also celebrate Hindi Divas, Marathi Divas as a part of Indian Culture. Every year the college has marked cultural day. The focus of this day is Indian culture & traditions. Various competitions were conducted highlighting the traditional forms of different state.

Festival like Diwali, Christmas, Eid are celebrated highlighting the flavor of the Indian culture. Relevant performance on diya making, mehendi, rangoli, variety of food etc. The kind of education pupils receive today directly affects how happy they will be in the future. In Bed course knowledge and curriculum subject deals with the curriculum frame work and its transaction .while framing the curriculum teacher and stakeholders of education keep in mind the value added and transferred in young minds through the different cultural activity like celebration of day, debate competition on current issues and conduction g survey on issues of society will enforce the young learners to reflect on the aspects.in this way we can integrate Indian knowledge in curriculum.

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

Skill in constructing different types of lesson plan (constructivist, experiential, collaborative, heuristic, inductive, deductive, CAM, concept mapping module, 7E's, role play, dramatization and narration.

Skill in organizing workshops, seminars, events (celebration of important days, awareness programme)

Skill in use of maxims of teaching, methods and approach of teaching, correlation of subject.

Skills in evaluation (unit test, blue print, questioning paper

Skill in presentation (personality, development of soft skills, interviewing skills, self-learning skill (task and assignment,

Skill of conducting research (action research),

Skills of using tools and technology (MS Office, canva, multiple app).

Course Learning Outcome - CLO

Childhood & Growing Up: Understanding the concept of development with pluristic society.

Knowledge & Curriculum: Understanding the Epistemological basis of education along with its relationship with curriculum.

Gender, School & Society: To understand the concept of gender roles in society and challenges with reference to influence to the social institution and understanding policy plan and scheme of government.

ICT: Understanding the concept of ICT with specific reference to open education resources and creative commons in education.

Understanding the self: To develop holistic and integrated understanding about self while maintaining peace and harmony within oneself.

Learning & Teaching: To Understand the concept learning and applying the cognitive perspective of learning to the learning process.

Pedagogy: To develop an insight about the role and challenges and professional development of subject teachers.

Language Across Curriculum: To develop an appreciation of the significance of LAC while understanding language diversity in Indian context.

Contemporary India and Education: To understand the implications of education as a tool to achieve Universal education in Indian society with emphasis on constitutional values contemporary issues and policies education commission.

Action Research: To understand the process of AR and apply the cycle of AR in teaching learning process.

Guidance & Counselling: To understand the concept of G & C as also the strategies and devices used for guidance.

Creating an Inclusive: To understand the key concept of diversity disability and inclusion and the curriculum and assessment adaption for inclusion classroom.

Reading & Reflection: To instill and promote the skill of reading and writing and developing interpretive skills.

Educational Management: To understand the concept EM and EA with reference to quality management, Human resource management, leadership and change management.

20.Distance education/online education:

NIL

Extended Profile

1.Student

2.1	50
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.4	47
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	50
Number of graduating students during the year	

File Description	Documents
Data Template	View File
2.6	50
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	1689986
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	37
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	4
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	4
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	
AIAPCE is affiliated to the University of Mumbai and follows the	

prescribed syllabus. The college believes in adopting a proactive approach in curriculum transaction based on the needs and requirements of the stakeholders as well as the changing trends in education and adapting to the local context. The college reflects in its vision and mission the need for providing curricular experiences that are updated, aligned and relevant to the local, national and global context. The University provides the overall Academic Calendar, the institution then based of the same plans the curriculum. Planning and reviewing done by IQAC and staff meetings. Institutional academic calendar is prepared that provides the roadmap for the institutional activities both academic and non-academic activities indicating events, the term breaks, holidays, course activities, internship examinations, internship, assessments, assignments, cocurricular activities, enrichment programmes, community service, field visit, annual day, projects etc. The IQAC and the College Development Committee provides their suggestions and recommendations with respect to the curriculum transactions taking into consideration the feedback from different stakeholders such as the students, faculty, alumni, practice teaching schools.

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	View File
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

C. Any 3 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	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
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

A. All 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	https://akbarpeerbhoyvashi.org/course-learning-objectives-clos/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
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**

10

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

87

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

87

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

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

One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
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

87

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

87

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
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.

1. A fundamental of Coherent, Understanding of the field of teacher education

Modelling of effective teaching strategies plays a key role in the way students teachers eventually teach.

2. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization. Content enrichment programs that aim to enhance students' subject knowledge ,skills and attitude.

Assessment strategies for different skills across subject areas are also developed through sessions. The institution ensures that students acquire the knowledge and the skills for different levels of school education through innovative techniques and hands- on experience.

3. Capability to extrapolate from what one has learnt and apply acquired competencies:

They are encouraged and expected to apply the knowledge from the various workshops and sessions and implement them into their lesson planning and practice teaching activities.

4. Skills/Competencies such as: core competencies through incorporating NEP 1986 core elements and Human values in the lesson plan.

Developing emotional intelligence through guidance and counselling, life skills workshops, value added courses among students.
 Developing social skills of cooperation and collaboration through the numerous activities conducted every month as students plan, organize and conduct events.

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	View File

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

Development of school system:

Comparative study done by providing booklets to students about varies boards , SSC, CBSC, , IGCSE, IB

Functioning of various Boards of School Education:

alumni from various boards like SSC, ICSE, CBSE & IB invited to deliver sessions.

Functional differences among them:

Expert sessions, orientation, school visit, alumni interaction are conducted to familiarize the students

about functional differences among different boards of education.

Assessment systems:

Evaluation is the backbone of effective curriculum transaction; a detailed understanding is given in CC4 Assessment for Learning.

Norms and standards:

Schools follow ideology based on the vision and mission. Each school showcases unique standards that makes it different from others.

State-wise variations:

(Sem 2) IC2- school management system,

(Sem 3) CC4 - Evaluation pattern in different Boards and

(Sem 4) IC4 policies adopted for CWSN in different Boards.

International and comparative perspective:

Webinar on NEP 2020 highlighting comparative perspectives of diverse system of Education

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

The B.ED. Programme is inclusive in nature and focuses on the diversities prevalent in Indian society in the form of religion, caste, region, language, gender and socio economic status. Therefore, every teacher uses the content which makes up her subject to highlight these diversities and minimizes the differences. As a

part of the practicum students derived their teaching practice in schools run by different religious and linguistic minorities thus allowing them to experience different cultures within the existing society. Similarly the students experience the various socio economic status by teaching in schools ranging from Grant in Aid to Private Schools affiliated to various boards. The cocurricular activities in the form of celebrating various languages, festivals, poster competitions, elocutions and debates etc.

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

1.4 - Feedback System

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

Four of the above

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, analyzed and action taken

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	
50	
2.1.1.1 - Number of students enrolled during the year	
50	
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	
0	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
0	
File Description	Documents
Data as per Data Template	No File Uploaded
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

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

There CET Scores enable us to identify the level of readiness to undergo the professional education programme. Once admitted the students appear for content test in their respective pedagogies. The scores achieved enable categorization of students into different ability groups.

Each group is then mentored by teachers teaching pedagogy to help them reach the desired proficiency required to teach in school. To achieve this students attend tutorials, undertake task and assignments and self-learning.

Students also shadow in-service school teachers from the school situated in our campus to learn about their respective pedagogies.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above
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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	View File
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	Two of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
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

4

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.

The institution adopts a wide variety of approaches to teaching and learning for the different courses in the B.Ed programme to achieve the learning outcomes of the various courses. These different approaches to learning provide opportunities to the student teachers to develop their knowledge, skills, confidence, communication, and help in learning being more permanent as they are fully engaged in the learning process.

These different modes of learning include:

- Seminar presentations on various topics. Students participate in individual and group presentations on different topics.
- Participative learning, problem solving methodologies, brain storming, focused group discussion, online mode
- Internship programme that includes lesson presentations, conducting academic and non-academic learning activities for school students, maintaining reflective journals, preparing learning resources etc. Lesson done on theme teaching, co teaching, experiential learning, constructivist approach.
- Online learning- students participated in online learning courses provided by the institution through google classroom and LMS.
- Book review- students are encouraged to read books and prepare a report.
- Movie review- students are encouraged to watch educational movies.
- Online quizzes, poster competition, elocution competition, debates, group discussion, slogan competition etc are conducted on different themes.

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

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

2

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/NDgyODgyMTcxMjA3
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

41

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
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

Four 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	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://classroom.google.com/u/2/c/MjU5NDMzNjA3MTEz
Any other relevant information	No File Uploaded

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

AIAPCE has a unique student mentoring system. Guest lectures from the school principals and experienced teachers are arranged to help students understand the requirements necessary for the job. Through the Learning style and multiple intelligence questionnaires student diversity is identified. Mentor and mentee groups are formed based

on faculty discussion. Besides these students are again grouped as per their method, guidance group and the tutorial group.

Mentors creates opportunities for the mentees to demonstrate their competencies besides keeping the track of their progress and setting milestones. The focus of the mentoring process is to ensure both academic development and personality development of the mentees. Students are encouraged to participate in Campus Interviews, mentors help them prepare for the interviews, discussions happen for the improvement of mentees and mentors post Campus Interviews.. 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.

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

Three 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	View File
Any other relevant information	No File Uploaded

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

Our students come from diverse socio economic backgrounds. The schools they practice lessons in range from state run schools in poor neighbourhoods to well equipped private schools. In situations where resources are not available to facilitate teaching our students creatively innovate low cost teaching aids to make learning easy and interesting. When in the affluent schools students creatively use learning resources based on technology to teach. This ability to adapt occurs because of the sensitization process carried out in the college during assembly and lectures. Students are encouraged to practice empathy, compassion, tolerance and other life skills through the various co curricular and extension activities. Students also present task and assignments and also seminars and workshops in the core papers using creativity and innovative technological skills. Their presentations explore their ability to apply theoretical knowledge in new situations and looking at situations in an unorthodox manner.

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)

Seven/Eight 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	No File Uploaded

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Eight /Nine of the above</p>
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

<p>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</p>	<p>All of the above</p>
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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	View File

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	Three of the above
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	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	All of the above
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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	View File
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	All of the above
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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	View File
Photographs with caption and date, wherever possible	No File Uploaded
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	Four of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

AIAPCE has a well-planned and monitored Internship programme. Every year students complete

their internship in the partner schools. The internship dates are decided as per the University schedule and the institutional academic calendar.

Selection of schools -

Orientation to school and teachers - The practice teaching school teachers, teacher educators are oriented with tasks that is undertaken as a part of Internship activities. List of activities are provided that helps in understanding the process and keeping a check on the progress.

Orientation to students - The students are provided with detailed orientation regarding internship period and the activities to be conducted.

Defining role of teachers of the institution -

. Detailed discussion on lesson plans is conducted.

Assessment of student performance - Students lessons are guided and receive suggestions by the guidance teacher and pedagogy teacher., supervised by the teacher educator who provides feedback on their performance.

Exposure to variety of school set ups -

The Covid-19 restrictions changed the internship programme to online mode. Students took live lessons on Google meet and Zoom. Students were encouraged to take lessons using the online tools and teaching aids. Exposure to different school boards are provided

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

40

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**

Seven/Eight 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	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

To enhance the learning opportunities mentoring is a effective tool which we are using since the beginning of the college. All the teachers are involved in the process of mentoring.5 seniors faculties were involved in the programme. Total 5 faculties were taken in the 80 students. The grouping is basically divided as per the respective pedagogy subjects and medium wise. Every mentor prepares the list of all students allotted to him/her such as names, class, pedagogy, medium, contact number and email ids. The mentor has a chalked out the responsibilities to take care of all the mentees such as to provide them pedagogy guidance , solution of learning difficulty, to provide them personal counseling, to support them for any kind of difficulty in their curriculum and to always support them as an when required.The mentor also works for finding out hidden talent f the students in various aspects academic and curricular activities so that they can be promoted to do various activities in the concerned area for their personality development.

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 /

Four of the above

**School* Teachers Principal / School* Principal
B. Ed Students / School* Students (* 'Schools'
to be read as "TEIs" for PG programmes)**

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

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

Five 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	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

4

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	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

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

2

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

4

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

4

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

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

Teachers attend all subject orientations conducted by University of Mumbai and also regularly access online learning resources. They read educational publications, journals, news reports, news letters

to keep themselves abreast of latest developments in their subject area. They also attend seminars and workshops frequently. Everytime a teacher has attended any subject enhancement programme, she shares the information about the new developments in a dedicted staff meetings with her collegeaus.

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

Formative evaluation through class test, assignments, essay, practice teaching lessons, group work,

assignments, community work, learning resources, internship, book review.

Evidence of outcomes is witnessed through the achievement of PLO's and CLO's.

Skills achieved are teaching-learning skills, communications skills, classroom management skills, individual participation , group discussion, leadership skills, ICT skills, personality development, soft skills. Interns appraisal during practice teaching also done with the 8 various criteria.

Result analysis is done after every Test and the performance of the students is

monitored by the Principal and the necessary feedback is given to the concerned faculty members and the students.

Feedback is provided after each activity to enable the students to understand their level of performance and to make improvements where needed. The feedback given is constructive to motivate the students to continue a positive learning path.

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

Five 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	View File
Details of provisions for improvement and bi-lingual answering	View File
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

A grievance redressal mechanism related to exams is operational under the Examination Committee comprising of Principal and Faculty.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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 class tests and essays in each paper are scheduled according to the academic term announced by the University. Since the internal marks have to be submitted to the University in conjunction with the external university exams. The class tests and essays are scheduled such that retest for students who have either been unable to pass or remained absent due to various contingencies can be conducted well in time.

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

2.7 - 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 Outcome - PLO

Knowledge, skills, attitude and values developed throughout the academic year. with the activities such as yoga, wellness, soft skills, interactive sessions, expert talk, webinar, team work, community engagement, awareness programmes, beyond the curriculum series and alumni interactive series, observation of days and cultural programmes etc

Course Learning Outcome - CLO

Effective teaching learning: AIAPCE goal is achieving effective teaching learning by introducing latest trends in education, new teaching methods, outcome based assessment are conducted regularly to enhance the teaching learning experience. Experiential lessons, incorporating new education policy 1986 core element, human values and life skills. Internship is strengthened through demonstration lessons, expert sessions, feedback, guidance thus addressing the lacunae and bringing in perfection.

Skill in constructing different types of lesson plan (constructivist, experiential, collaborative, heuristic, inductive, deductive, CAM, concept mapping module, 7E's, role play,

dramatization and narration. Skill in use of maxims of teaching, methods and approach of teaching, correlation of subject. Skills in evaluation (unit test, blue print, questioning paper Skill in presentation (personality, development of soft skills, interviewing skills, self-learning skill (task and assignment, Skill of conducting research (action research), Skills of using tools and technology (MS Office, canva, multiple app).

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	No File Uploaded

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

AIAPCE MISSION: Cultivating Exuberant Teachers for Modern Society, to achieve this mission AIAPCE goals towards holistic development through the teaching learning process in nurturing creativity, innovativeness, intellectual and thinking skills, empathy life skills among students. The institution provides opportunities for students through a wide range of activities in developing thinking skills, abilities, competencies, pedagogical practices towards their professional, pedagogical and personality enhancement and to make them humane, self-reliant teachers. The PLO's and CLO's aim at harnessing talents of students and leading holistic development. Teachers plan their academic year plan keeping in mind the CLO's based on the expected learning outcomes. The academic calendar gives a glimpse of the activities. The calendar is prepared in consultation with teachers, portfolio incharge and month wise planning is done taking into account the holidays, examination,

internship schedule, community and extension work.

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

13

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	View File
Any other relevant information	No File Uploaded

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

The institution has a robust mechanism in evaluating student achievement through the TEST approach for assessing student's learning needs.

T - through formative evaluation

E - evidence of outcomes

S - skills achieved

T - through summative evaluation

Evidence of outcomes is witnessed through the achievement of PLO's

and CLO's.

Skills achieved are teaching-learning skills, communications skills, classroom management skills, individual participation, group discussion, leadership skills, ICT skills, personality development, soft skills.

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

<https://akbarpeerbhoyvashi.org/student-satisfaction-survey/>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

<p>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</p>	<p>All of the above</p>
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
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

2

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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

22

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

87

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	No File Uploaded
Any other relevant information	No File Uploaded

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

400

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

87

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 AIAPCE organised various Online and offline activities to sensitize students. It was organised on various themes such as Education Society: Challeneges and Strategies of Online teaching, Yoga training programme, Social responsibilities of Teachers, Cancer Awareness.

-Organised Two days training programme for future teachers on "Dont Postpone Happiness, Smile to make lasting impact".

-We also organised theme based lessons on themes like Global Warming, Health and Hygiene, Pollution: A Silent Killer, Natural

Disater, Epedemics in the Modern World.

-Students also participated in extenision activities like E Waste Management, Domestic Violence in Families, Law and Legal age appropriate.

- College organised a community week in which Health Marathon, Dental Check up, Health Check up, digitalisation of Education, Dyslexia (AAtman Academy) Food Kit Preparation.

-Celebrated days like Minority Day, International Women's Day, Internationa Happiness Day, International Creativity Day

File Description	Documents
Relevant documentary evidence for the claim	View File
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

7

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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**

9

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

4

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

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

0

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	No File Uploaded
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 institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college- 'To establish a pedestal for the integral innovation, team spirit, originality and competence in the students, expose them to face the global challenges and become pioneers of Indian vision of modern society.' IQAC and CDC meeting and staff meeting takes decisions for requirements then Heads of the college principal faculty incharge , technicians and system administrator after reviewing course requirements, computer-student ratio, budget constraints, working condition of the existing equipment and also students' grievances. The Time Table committee plans ahead for all requirements regarding classrooms, laboratories, furniture and other equipment's.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://akbarpeerbhoyvashi.org/infrastructure-and-facilities/
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**793841**

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.

The college library is fully computerized with e-Granthalaya 3.0 software. It has various library housekeeping operations modules for managing the day-to-day records of the library. Database Administration which is used to manage library staff accounts, database access login, users profile and database backup, Library Administration is used to manage library staff accounts, module access restriction, data entry formats, receipts and funds management of the library, Master Data is used to update user's profile, directories of subjects, publishers, vendors, and sections of the library, Books Acquisition helps to update the details of collection on approval. Cataloguing Module is used to add the retrospective and current acquired collection data, Circulation is used for issue and return of the books to the users. Serials Control is used to add the issues received of the journals in the library. Micro Document Manager module is used to attach scanned documents such as newspaper articles. To search the collection details Search/OPAC module is used. Thus the college has facilitated quick and easy access of its library resources for all the stakeholders.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://akbarpeerbhoyvashi.org/library-information/
Any other relevant information	View File

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

The students can access the listings available in the library through the OPAC digital portal.

File Description	Documents
Landing page of the remote access webpage	View File
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

File Description	Documents
Data as per Data template	No File Uploaded
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)

0

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	No File Uploaded
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

21

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	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://akbarpeerbhoyvashi.org/library-information/
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

One 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

During the lockdown the computers in use in the library and in the laboratory were affected due to prolonged none use each and every machine was serviced and made functional for the coming academic year. Anew LCD projector and Laptop was purchased for use in the lecture hall.

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

3.703 : 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	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
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

Two 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	https://akbarpeerbhoyvashi.org/digital-library/
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)

322895

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

Fire Extinguisher & Pest Control are maintained via annual service contract

Computer, Furniture in Classroom, office, Water Cooler, Electrical and library cupboard are repaired as and when required.

Antivirus plan purchased for one year.

Cleanliness and Maintenance done by the Support Staff on a daily basis.

Security agency has been retained on the basis of annual contract

File Description	Documents
Appropriate link(s) on the institutional website	https://akbarpeerbhoyvashi.org/infrastructure-and-facilities/
Any other relevant information	No File Uploaded

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

Four of the above

training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
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

Seven/Eight 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

E. None of the above

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

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

Three of the above

File Description	Documents
Data as per Data template	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
72	0

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

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

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

2

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	View File
Any other relevant information	No File Uploaded

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

0

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

5.3 - Student Participation and Activities

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

The student council works in tandem with the Principal and Faculty In-charge, in accordance with the plan of scheduled events in the academic planner. The student council is responsible for maintaining the code of conduct for students. The council also participates in the planning and organizing of co-curricular activities whether academic or cultural. The council also undertakes socially relevant causes.

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

12

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	View File
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

AIAPCE have registered alumni in the year SOC.REG.ACT,1860: Maharashtra/409-03/Thane Dated 23.04.2003. Our Alumni is working as Head of the institutions and provide their schools for practice teaching lessons and internship. Alumni participating in college activities and celebrations. Alumni helps in organizing some of the college activities every like organizations of some important events and invigilation during university exam. Some of the alumni is called to conduct sessions during inservice teachers training programme. They are also very useful in spreading the information about college during admissions. Some demonstrations lecture in various subjects by our alumni before practice teaching. Some training programme like ICT training is conducted by our alumni on online or offline basis. Alumni also appointed as supervisors during practice teaching. Teaching aid workshops and correlations workshops also conducted by them. They are called to guide and orient the new batch in the beginning of the academic year. When college organizes educational trip alumni also participate in that.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
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

Five/Six of the above

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

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

4

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

AIAPCE have registered alumni in the year SOC.REG.ACT,1860: Maharashtra/409-03/Thane Dated 23.04.2003. Our Alumni is working as Head of the institutions and provide their schools for practice teaching lessons and internship. Some of the alumni are rank holder in the university and college. Alumni participating in college activities and celebrations. Alumni helps in organizing some of the college activities every like organizations of some important events and invigilation during university exam. Some of the alumni is called to conduct sessions during inservice teachers training programme. They are also very useful in spreading the information about college during admissions. Every year many of our students are adopted in various schools head by our alumni. Some demonstrations lecture in various subjects by our alumni before practice teaching. Some training programme like ICT training is conducted by our alumni

on online or offline basis. Alumni also appointed as supervisors during practice teaching. Teaching aid workshops and correlations workshops also conducted by them. They are called to guide and orient the new batch in the beginning of the academic year. When college organizes educational trip alumni also participate in that.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The College Development Committee (CDC) comprises of members of the Management, Principal, Faculty and administrative staff. The CDC meets twice each academic year. During this meeting the focus is upon deliberating strategies and mechanism in support of the Vision and Mission of the institution. Every meeting commences with an evaluation of the action taken on the basis of past recommendations. In the event that the action taken was not successful, the committee examines the suggestion given and the reasons for a lack of success further decisions focus on mitigating the gaps observed and planning anew in a time bound manner.

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	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of

decentralization and participative management practiced in the institution in not more than 100 - 200 words

Apart from the General Council of the Anjuman Education Trust our institution functions under the Board of Institution Navi Mumbai (BINM) this board is headed by the executive chairperson of the board. The board also comprises of principals of the various Anjuman Institution in Navi Mumbai. The board meets atleast twice every academic year to plan the implementation of the vision and mission of the trust. These decisions are then shared with the faculty, the administrative staff and student body. The academic planner, the extra-curricular activities, the curriculum transaction, the functioning of the library and the administrative office are all structured to meet the requirements of the decision made.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

All relevant information with respect to the institution are displayed on the website. The information regarding the institution's transactions, policies, values, code of conduct all are on the website and feedback is taken from various stakeholders. Regular audits are conducted pertaining to academic, administrative, and financial aspects of the institution. Decisions regarding the smooth functioning of the institution are conducted in a democratic manner including the Management, Principal, Faculty, students, and based on the IQAC, CDC, and other committees of the institution. With respect to Academic aspect the institution displays on the website the student list, pedagogy wise student list, learning material, timetables, exam schedules, question bank, answer key, e library. Academic audits are conducted regularly. The Financial budget is prepared by the Governing body, the income expenditure statement is given, and balance sheet is prepared, and accounts are audited and put up on the website. With respect to the administrative aspect the students are enrolled through the online process by the CET cell, admissions are conducted online as per ARA, AISHE, all forms are filled online and uploaded, regular audits are conducted.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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

This academic year 2021-22 was unique because we functioned during the second lockdown practice teaching became a challenge to overcome the constraints we trained students online technology thus enabling them to take classes online. We established contact with the schools and requested them to accommodate our students and permit them to take classes during the scheduled time table. Students were assigned to different schools teachers of the practice schools allotted topics in pedagogy to our students. The students wrote lesson plans and submitted them to their mentors for correction and approval on google drive. Students were not allowed to conduct any lesson without prior correction and approval. Each student created a link on google meet and shared it with the group leader. The group leader constructed a time table for the day which clearly showed the name of the students, the subject he/she was teaching, the class in which the lesson would be taught along with the topic and the time/period. This time table was approved by the practice teaching incharge and then shared with the school authorities, the invigilator and the student group. Thus practice teaching during the period continued smoothly and successfully.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://akbarpeerbhoyvashi.org/strategic-plan/
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.

The institution functions according to the rules and regulation stipulated by the Government of Maharashtra, the university of Mumbai and the Anjuman-I-Islam education trust. The college is over seen by the Board of Institution Navi Mumbai, Anjuman-I-Islam (BINM) and the College Development Committee (CDC). The service books of all employees are maintained regularly and updated periodically. All appointments have been made in keeping with service rule of Government of Maharashtra, the university of Mumbai and the Anjuman-I-Islam education trust. Recruitments are need based.

File Description	Documents
Link to organogram on the institutional website	https://akbarpeerbhoyvashi.org/institute-organogram/
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

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

Five/Six 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	View File
Geo-tagged photographs	View File
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.

Anjuman-I-Islam Trust runs 95 institutions ranging from primary to tertiary. Of these our college is the only teacher training institution. It was resolved in the College Development Committee

(CDC) & Staff meetinmg held on 14.06.2021to train teachers of the IDEAL high school, Rabodi, Thane in methods and approaches of pedagogy. On the 19th of June 2021, the college organized a one-day workshop on the methods and approaches of pedagogy for the teachers of IDEAL high school, Rabodi, Thane. During the workshop our students teachers demonstrative various method and strategies of conducting lessons in languages mathematics and science and social sciences. Theoretical concepts were also explained and discussed. The school teachers were encouraged to ask questions and clarify their doubts and concerns.

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	View File
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

The institution makes an endeavor to ensure the staff wellbeing, satisfaction and motivation in the following manner: Yoga and meditation courses are conducted regularly. The faculty and administrative staff are encouraged to attend relevant workshops and seminars for professional growth. All the faculty members are given opportunity to present papers at the seminars/conferences, they are allowed to make use of the facilities and technology available in the college also adjustments are made in the time table so as to facilitate them to accomplish their desired task. Registration Fees paid by the college. To attend seminars/workshops on duty leave is provided to faculty members. Picnics, educational movies and excursions are organised for the staff by the college management. Appreciation letters, mementoes are given to the faculty in recognition of their significant contribution towards the college activities.

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

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

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	View File
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.

16

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	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	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.

NIL

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any,

during the year in not more than 100 - 200 words

The financial auditing of the institution is carried out annually. The internal audit and external financial audit are done once a year and the queries raised are resolved. The budget for the academic year is planned and prepared by the Governing Body and the Principal. The income and expenditure receipts and payments bill are submitted to the accounts department of the institution. The accounts department prepares the balance sheet, and any query is addressed. The balance sheet is given to the external auditor for scrutiny and approval. This is uploaded on the website and submitted for various documentation purposes at the University level, ASIHE, NCTE. The accounting processes and practices are meticulous and carried out scrupulously by capable people. Regular monitoring of fund flow helps to monitor the financial health of the college and helps in timely meeting of all financial commitments.

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)

995000

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	View File
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.

Institutional strategies for mobilization of funds and the optimal utilization of resources Institute maintains & follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute as well as the Department Heads and Accounts office. Institute has designed some specific rules for the fund usage and resource utilization. Mobilization of Funds, the student Tuition fee is the major source of income for the institute. The management provides need-based loans to individual colleges. Alumni contribute to the institute by raising funds to purchase items like water coolers, wall clocks, etc. Sponsorships are sought from individuals and corporate for cultural events and fests. A finance committee has been constituted to monitor the optimum utilization of funds for various recurring and non-recurring expenses. The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc. The quotations are scrutinized by the finance and purchase committee before a final decision is made based on parameters like pricing, quality, terms of service, etc. The Principal, finance and purchase committees along with the accounts department ensure that the expenditure lies within the allotted budget.

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

As a part of the quality assurance strategy, the college assiduously maintains reports of every activity conducted in the college along with documentary evidence. A feedback system is in place which allows us to analyze are weaknesses and fortify our strengths.

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.

During the lockdown since we were unable to meet or interact with students physically we replanned the teaching learning process to incorporate self-learning using online resources. Students were encouraged to participate in online discussion forums where learning took place in a collaborative manner, peer group teaching was promoted among different ability groups. Students made presentation thus making the learning process active and giving students the opportunity to participate actively in the learning process. Feedback was given to students by the respective teachers. Gaps in learning were overcome by teaching session conducted by the teachers.

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

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

9

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

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

Two of the above

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

- We have steadily worked on improving the student performance at the annual university examination are students have stood first in the university exams and have scored distinction a number of times this has been possible because of the tutorial system implemented in the college. Students are encouraged to write answers and submit them for correction regularly. The teachers correct these answer with comments to improve upon them. This process has made students understand how to undertake exams in a efficient manner.
- We have modified lesson plans used during practice teaching to incorporate a SWOT analysis. Every student after completion of the lesson and on receiving feedback introspects on his/her strengths and weaknesses. The student notes down his/her strengths and weaknesses and also plans strategies to improve their performance on the basis of this analysis. The teachers who guide the lessons ensure that the weaknesses are minimize in future practice teaching lesson.

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.

Though the institution does not have the facility of alternate sources of energy, it follows a strict protocol for energy conservation. All individuals on the premises follow the rule of “Switch off when not required”. Air Conditioners, fans, lights, and other electric appliances are operated strictly based on need.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

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.

The institution follows the directives of the municipality and assiduously segregates waste into dry waste and wet waste. E-waste is collected during the year and handed over to Green India E-Waste & Recycling OPC Pvt. Ltd., for proper disposal/recycling. The college regularly conducts an E-waste collection drive too. & Notices and instruction displayed in the classroom and the library and ecofriendly sunboard displayed at the entrance of college. Awareness lecture conducted by Mrs. Umme Salma, Principal of AI's Mustafa Fakhir High School & Junior College

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

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

One of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
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

One of the above

usage/ reduced wastage

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	View File
Any other relevant information	No File Uploaded

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

Cleanliness and sanitation procedures are conducted regularly. The house keeping staff maintain cleanliness of the premises, including the washrooms on a daily basis. Fixtures like the water tank, water filter and air conditioners are serviced, and pest control along with fumigation are carried out periodically.

The college maintains a small patch of greenery on the landing . We grow several kinds of air purifying plants like Peace Lily (Spathiphyllum), Snake Plant (Dracaena trifasciata, Laurentii Sansevieria),), Pothos, Aglaonema and Syngonium. We also give away low maintenance air purifying plants as giveaways to all guests.

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

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

Two of the above

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

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

0

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

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

This year being the year of the pandemic, the engagement with the community was severely curtailed. Yet our students carried out awareness drives about COVID and vaccination in their immediate vicinity. As the lockdown came to an end, the students organised and participated in a Health Awareness Drive focusing on the importance of exercise at the jogging and walking track adjacent to the college and disseminated information to the joggers and walkers , as also the senior citizens frequenting the track .

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

<p>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</p>	<p>C. Any 2 of the above</p>
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
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

<p>7.2 - Best Practices</p> <p>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</p> <ul style="list-style-type: none"> The college initiated the "Spread a Smile " campaign in the year 2015. Since then the students carry out numerous activities which are aimed at bringing cheer to the

underprivileged and vulnerable. Some of the activities carried out are : distributing food grains and essentials to the needy especially during the holy month of Ramadan, visiting old age homes , teaching children at orphanages and street corners and clothes collection drives. The students unfailingly serve tea and snacks to police personnel on duty on important festival days, thus bringing them joy when away from their families. Students also secretly and voluntarily contribute towards stationery expenses of underprivileged peers thus taking forward the sentiment of "Sharing is caring".

- The college has initiated an Interactive Series for its Student Support and Progression entitled "Beyond the Curriculum". These sessions make it possible for our students to interact with professionals from across industries and widen their perspective.
- The college also conducts Yoga sessions every day after morning assembly as a part of its Wellness Activity. Students are trained in Yoga practices and meditation.

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

7.3 - Institutional Distinctiveness

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

The Anjuman-i- Islam Trust is dedicated to improving the quality of education available for children of the Muslim community. Therefore it takes keen interest in developing teachers who are capable of responding to the demands of an ever changing modern society culturally and technologically. The college therefore organises refresher programmes for in-service teachers employed by the Anjuman Trust across primary,secondary and tertiary levels within the city and also at Pune and Panchgani. Sixteen refresher programmes for in-service teachers have been conducted to teachers have been trained.

Additional refresher courses were organised for :

2016- 2017 : AR Kalsekar Polytechnic Panvel- 2 sessions : 80 participants

2017- 2018 : Pune Campus - 2 sessions ; 80 participants

2017-2018 : Panchgani Campus, 2 sessions : 24 participants

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File