SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ANJUMAN-I-ISLAM'S AKBAR PEERBHOY COLLEGE OF EDUCATION

PLOT NO. 15, SECTOR 10/A, VASHI
400703
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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

About the Trust

Anjuman-I-Islam, Mumbai was founded in the year 1874 by a small group of devout and progressive Muslims led by none other than Dr. Badruddin Tyabji, Third President of the Indian National Congress and the First Acting Indian Chief Justice of Bombay High Court, with a 'desire to see the Muslim Community advance in education and social standing'. It started with one school and today it has more than Ninety institutions from pre-primary schools to graduate and postgraduate level including,

It has a high reputation of being a Muslim minority organization catering to the needs of more than 1.10 lacs students from various communities under its umbrella.

At present, the prime focus of Anjuman-i-Islam is towards quality education, growth to become a world class educational and social service organization. Anjuman I Islam is proud to announce in its 150th year of Foundation, Its collaboration with Massachusetts Institute of Technology(MIT) USA and University of Westminster(UK)

About the College

Anjuman-i-Islam's Akbar Peerbhoy college of education, situated in Vashi-Navi Mumbai, established in year 1990 and affiliated to the **University of Mumbai**. College is recognized by **Government of Maharashtra** and we got our **NCTE recognition** in the year 2002. College was accredited by the **NAAC in the year 2004**. Originally college was established to fulfil the paucity of trained teachers for Urdu medium schools but the doors are open to the people of all religions and castes. Over the years the College has metamorphosed into a responsible agency, committed to upholding the tenets of Anjuman-I-Islam and the University of Mumbai. It equips student's teachers with **Knowledge, Skills, Values and competencies** necessary for long life learning and to become an exuberant teacher and effective members of a global society We have achieved **remarkable results** every year, in many ways like rank holders in the University, University Topper and Distinction holders. We have organized so many activities including State and National level seminars under **the Internal Quality Assurance Cell.** We provided **2319 future teachers** to the society. We celebrated silver Jubilee of 25 years and it's a milestone of any institution of its achievement.

Vision

To be the most sought-after academic college of education that others would wish to emulate.

Mission

Cultivating Exuberant Teachers for Modern Society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Anjuman-I-Islam's Akbar Peerbhoy College of Education is in its 33rd year under the aegis of the Anjuman-i-Islam Trust which is in its 150th year.as a leading educational and social minority organisation .

- AIAPCE is the oldest College (non-grant, minority) in Navi Mumbai, established in 1990.
- Celebrated Silver Jubilee, a milestone.
- An absence of staff turnover.
- Caters to students from various media of instruction, faiths and socio-economic backgrounds.
- Commendable University Results.
- Qualified and Experienced Faculty and Administrative Staff.
- Value added courses offered - Yoga, Technical and Soft Skills Development Course.
- Accommodates first generation learners.
- Adopted Ram Tanu Nagar for Community work.
- Optimum Utilization of Resources,
- Financial assistance made available for needy students.
- Access to Anjuman I Islam's schools for Internship and Practicals.
- Organises in-service Teacher Training Programme for Anjuman teachers and others.
- Book Bank facility. Reading Room with Computers and internet facility
- Anjuman-I-Islam's Public School, Panchgani, for joyful teaching as a part of internship
- Wellness activity– Yoga
- Projects: Maulana Azad Education Foundation's 15 days' residential teacher training programme for Madarssa teachers or IICA- Social Corporate Affairs under the aegis of the Government of India.
- Spread a Smile Campaign
- Linkage with Practice teaching Schools and Navi Mumbai Colleges.

Institutional Weakness

- Infrastructure
- I T Resources
- Research and publication
- Library

Institutional Opportunity

- To explore Funding Agencies for grants and sponsorships
- To appoint Full Time Staff
- To conduct additional courses
- To conduct and publish Research
- To initiate faculty and student exchange programmes
- To establish a system for faculty and staff appraisal

Institutional Challenge

- Location of a B Ed college at a distance of less than 50 metres and multiple B.Ed. colleges in Navi Mumbai impact student enrolment. Inordinate delay in the CET examination results in poor response for admission.
- Implementing the multidisciplinary approach as per NEP 2020.
- Placement problems due to delay in University results and publication of hardcopies of mark sheets, degrees.
- Beginning other courses
- A lack of awareness and clarity about the two-year B Ed Programme versus the Four Year Integrated B. Ed. Programme.
- A lack of clarity on Government ordinances regarding the appointment of B Ed teachers, course duration and type of course.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

AIAPCE is affiliated to the **University of Mumbai** and follows the designated syllabus. The college adopts a proactive approach in curriculum transaction. It self-analyses using **SWOT** based on the needs and requirements of the stakeholders. the changing trends in education and the society. 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 Academic Calendar. The institution bases the transaction of the curriculum on the academic calendar. Planning and reviewing of activities is done by the IQAC in meetings.

The AIAPCE calendar provides the roadmap for the institutional activities, both academic and nonacademic, indicating events, the term breaks, holidays, course activities, internship, examinations, assessments, assignments, co-curricular activities, enrichment programmes, community service, field visits, annual day, projects etc.

The orientation to the B.Ed. Programme is provided to each new batch at the beginning of the academic year. Students are also given semester wise orientation at the start of each semester. This enables students to become aware of Programme and Course Learning Outcomes, and the activities to be conducted during the semester.

The revised curriculum does not give weightage to pre- practice teaching skills. On analyzing the curriculum, we felt the need for training in micro-skills prior to actual classroom teaching and in the writing of lesson plans. Demonstration lessons in various pedagogy are also conducted to familiarize the students with various techniques of teaching. We emphasize collaborative and cooperative learning and teaching, remedial and diagnostic teaching, experiential learning and different styles of learning. To provide a **holistic experienc**e students are enabled to develop Life Skills, Wellness-Yoga, Beyond the Curriculum Series, MS Office and Interactive Series of expert talk.

The institution, thus consciously seeks to sustain and enhance the quality of the curricular transactions keeping it relevant to the needs of the contemporary times

Teaching-learning and Evaluation

Students begin the B.Ed. Programme by attending an Orientation session which prepares them for the course and acquaints them with the approaches utilized by the college.

Curricular Transaction: AIAPCE seeks to develop teachers who are confident and aware about the world in which they live. To achieve this goal, various methods and approaches of understanding the curriculum are used. For example, Lecture cum Demonstration, Presentation, Seminars, Workshops, Cooperative and Collaborative Learning, Self-learning, Projects, Problem Solving, Concept Mapping, Blended Learning and Linkage with other institutions.

Co-Curricular Transaction: The celebration of important days and cultural events, rallies, outreach programme, community work etc. help students to develop a well-rounded personality by realizing their latent potential.

Enrichment Programme: The college endeavours to provide students with experiences they may not be able to access on their own. For example, technical skills development, life skills development, value added courses

Lifelong learners:

To achieve the goal of nurturing lifelong learners, we encourage students to upgrade their skills and knowledge. Students are encouraged to access online learning resources, especially the resources available in college.

Interpersonal Skills: To prepare students for their future role as teachers, the college makes use of the following strategies which help them to hone their interpersonal skills while learning to interact with diverse learners: Team Building Skills**,**7 E's, Experiential Learning, Concept Mapping, Theme lesson, Co - teaching, Peer Teaching, Discussion, Brain storming.

Value System: Students are made aware of ethical values, professional values, spiritual values and the way of life as a member of the larger world during the assembly and all classes. During practice teaching, students incorporate the core values enshrined in the NEP,1986.

Formative Evaluation: Class tests and essays, tasks and assignments are a part of the internal assessment process. Students who fare poorly attend tutorials and retake the tests. During practice teaching, on receiving feedback, students introspect and analyse their strengths and weaknesses.

Summative evaluation: Semester end examinations are conducted by the University of Mumbai The results in the form of GPA scores are a combination of the scores received both in the internal examinations as well as the external examinations.

Infrastructure and Learning Resources

The infrastructural facilities available at the college have been demarcated as per the NCTE Regulations, 2014 and are used for co-curricular and extra-curricular activities.

The infrastructure is used as:

- **Multipurpose Hall**
- **Seminar and Lecture Hall**

- **Four classrooms**
- **Psychology Laboratory**
- **ET/ICT Laboratory**
- **Science Laboratory**
- **Library with Reading Room and Curricular Laboratory**
- **Learning Resource Room**
- **SUPW and Art /Craft Room**
- **Activity and Sports Room**
- **Girls' Common Room**
- **Play Ground**
- **Parking**
- **Tennis Court**

The entire college campus is WiFi enabled and students and faculty have free access to the internet. The classrooms are equipped with computers and projectors.

The following resources are available in the designated rooms:

- SUPW / Art and Craft Room: Stationery, Art and Craft material, Tools (Sewing Machine, Iron etc.)

- Sports Room: Equipment (Cricket Kit, Badminton kit, Carom Board, Chess Board, Shot-put, Disc, Skipping Ropes and accessories like yoga mats)

- Library: The library is computerised and the e-Granthalaya 3.0 software is used throughout the functioning of the library. The e-Granthalaya has several operation modules. It manages the day to day records of the library. Database Administration is used to manage library staff accounts for receipts and funds management of the library, users' profile and database backup. Master Data is used to update users' profile, directories of subjects, publishers, vendors and sections/catalogues 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. To search the collection details Search/OPAC module is used.

- We use the infrastructure in multiple ways to make optimum use of the available resources. For e.g. the class rooms are used for rehearsing for cultural activities and cooperative and collaborative learning sessions, while the Seminar/Lecture Hall are used to present curricular and co-curricular activities. Gallery or corridor is used to display charts, posters, art and creative work done by students and informative articles from newspapers and journals. In an effort to maintain the aesthetic appearance and cleanliness of the campus, regular maintenance is carried along with periodic painting and professional housekeeping.

Student Support and Progression

The following measures are adopted for student support and progression

Various Committees- A number of committees like the CDC, IQAC, Student Council, Placement, Library, ICT, Examinations, Grievance, Women Development Cell, work towards providing student support and progression.

Counselling: Group counselling sessions are organised to address Academic Performance, Placement and Career Guidance and Mental Health. After the group session, the faculty address individual queries and attend to students on a one-to-one basis. After interacting with the Psychiatrist, students desirous of individual counselling are helped to make personal appointments for further action.

Mentoring: The students are placed in mentoring groups headed by each faculty. The students meet their mentors to discuss issues ranging from academics to personal, social and financial problems.

Capacity enhancement and Development Skill:

A teacher training programme seeks to develop a skillful teacher who is competent not only in the classroom, but is also able to function as a multifaceted employee, entrepreneur and member of society. Keeping this in mind, AIAPCE provides students with various opportunities to hone their organisational, decision making, communication and presentation skills by making available opportunities for development through:

- Workshops:

Practice Teaching: (Micro-teaching, Lesson Planning, Simulated Lessons, Taxonomy, Teaching Aids, Innovative Methods, Approaches and Techniques)

- Assessment and Evaluation (Unit Plan, Year Plan, Blue Print, Unit Test, Statistics)
- Soft Skills (Leadership, Communication, Decision Making, Time Management, Team Building)
- Seminars and Webinars: Seminars and Webinars on various topics based on the curriculum and on topics of general interest and importance are organised to give students an opportunity to interact with subject experts and broaden their horizon.
- ICT training: MS Office with emphasis on Word and PowerPoint
- Outreach Programme: Spread the Smile Campaign, Joyful Teaching for underprivileged children, Street Plays, Awareness Rallies/Walkathons, Community Service
- Book Bank: sets of prescribed texts for the B.Ed. Programme are made available to each student.
- Providing e-books and online resources for personal reading and reference
- Academic Performance: Tutorials, Supervised Study, Group Work, Revision, Peer Learning, Feedback, writing and presenting answer scripts during exams
- Wellness: Yoga Programme
- Co-curricular: Multiple in-house events are organised to motivate students to showcase their talent and abilities. Students are also encouraged to participate in intercollegiate competitions.
- Financial Aid: The College facilitates the process of receiving financial aid / scholarships by referring and recommending needy students to the Anjuman-i- Islam Trust, charitable organisations and individual donors.
- Alumni Association: Provides financial assistance, placement opportunities, career guidance and mentoring
- Placement: The College organizes Placement interviews annually and liaises between educational organisations to organize interviews and facilitate recruitment.

Governance, Leadership and Management

The managing body of the Anjuman-i-Islam comprises of the Governing Council and the honorary office bearers. The everyday functioning is overseen by the President, Vice-President, General Secretary, Joint

Secretaries and the Treasurer. The Chief Executive Officer (CEO) and the Chief Finance Officer (CFO) are responsible for the administrative and financial functioning.

Several boards constituted on the basis of the level and disciplines oversee the functioning of the institutions under the guidance of the Executive Chairpersons respectively.

The AIAPCE is headed by the Executive Chairperson, Board of Institutions Navi Mumbai and the College Development Committee, which meet twice a year and supervise and support the academic and financial areas.

The college is headed by the Principal who along with the teachers, administrative and support staff are involved in the daily functioning of the college while keeping in mind the vision and mission of the college.

The faculty meet regularly to discuss the designated curriculum and its implementation. The IQAC focuses on the enhancement of the curricular and co-curricular activities. Reports are shared with all stakeholders to facilitate an analysis of the success and quality of actions taken.

Various committees have been formed under different heads to oversee specific areas like admissions, grievances, examinations etc. These committees comprise of representatives of the faculty and students.

Though the managing body and the CDC is always aware of the workings of the institution, the College has the freedom to conduct the programme as it decides upon. The IQAC operates as a tool for self-evaluation and ensuring self-improvement.

The overall functioning is decentralised, democratic and transparent.

All relevant information ranging from preliminary information to academics is displayed on the college website.

Institutional Values and Best Practices

Institutional Values:

The AIAPCE was established primarily to provide skilled teachers with a strong value system.

- Gender Equality and Inclusion:

A large number of young women regularly enroll in the programme because the Trust believes in advocating the need and importance for educating women and fostering financial independence. The college, however, always welcomes women from all communities and backgrounds.

- Environmental Consciousness and Sustainability

As responsible inhabitants of Planet Earth we strive to protect the resources we use. For e.g. the campus is a no plastic zone, thermocol is banned, electricity and water are used judiciously, all souvenirs gifted to guests are plants, the office staff, faculty and students recycle the paper used, waste is segregated into bio-degradable and recyclable waste.

- Universal and Human Values, Professional Ethics

The college regularly schedules the celebration of different festivals and observes days of National and International importance to instill respect for diverse cultures. The College emphasises the important role of a teacher as a nation builder and the need to upgrade skills through lifelong learning while internalising the values which make an individual an asset to the community at large.

Institutional Best Practices:

- In-service Teachers' Training Programme

The Anjuman-i-Islam Trust runs 96 institutions. In keeping with its aim of providing skilled teachers to the community, the Trust supports the college in organising an exclusive training programme for teachers employed at Anjuman schools.

The first training programme was conducted in 1999. 964 teachers have benefited from the 20 training programmes conducted to this day.

- Wellness –Yoga

Yoga, physical and spiritual wellbeing are an integral part of our morning assembly.

Institutional Distinctiveness:

- Joyful Teaching:

A week long residential internship programme at Anjuman-i-Islam's Public School in Panchgani, Maharashtra using creative techniques.

- Spread a smile Programme:

The less privileged maybe a less visible section of society but their presence can't be denied. Our students embrace the vulnerable by practicing "sharing and caring".

- Beyond the curriculum series :

from the professional of all wolks of life and interactive series is organised by AIAPCE for students support and progression

These initiatives have helped us give back to society valuable human resources who can not only educate but also be a strong support system in the community.

Research and Outreach Activities

The institution has organised Eight **Seminars** and **Six webinars** on various themes.

The college organized a seminar on NEP 2020 in January 2023. The NEP 2020's implications on School and

Higher Education were presented in the form of papers presented in the conference. These papers were published in the form of a ISBN book **NEP 2020: Its Implications on School and Higher Education (Seminar Proceedings).** The stage for further research on NEP 2020 was set through these small efforts of our college.

In the year 2019, The College published a ISBN Book on seminar proceedings called

'We Are Teaching, Are They Learning?"

2017 saw the publication of a ISBN Book on seminar proceedings called "Nurturing Learner Autonomy".

During the last five years the faculty members have published more than 30 papers and 5 books on; pedagogy, present trends in teaching- learning, and creativity in language teaching.

In the last five years the AIAPCE has been actively participating in Extension Projects. Projects like Annapoorna Yojna, Career Project, Population Education, NIOS were adopted to provide the students with beyond the classroom experience.

We have consistently won awards at the Udaan Festival, an annual event of the DLLE for the extension projects conducted as outreach activities. Rallies on sensitive issues like '**beti bachao, beti padhao', 'Make in India', 'One Earth, Many Efforts', 'Swachh Bharat, Swasth Bharat**' were conducted.

We also arrange tree plantation drive and e-waste management every year to sensitise students to environmental concerns.

Various competitions like poster making, essay and slogan writing, debate and extempore are organised on themes like **Swachh Bharat, AIDs Awareness, Gender Sensitivity, Yoga, Digital India, National Water Mission, Ek Bharat Shresht Bharat, Cancer Awarenes**s Students also celebrated important days like **International Yoga Day, Minority Day, International Women's Day, International Happiness Day, International Creativity Day** etc.

Linkages with practice teaching schools, B Ed colleges, SNDT University affiliated colleges and NGO's , Educational institutions have been established.

Research and Development: Action research was encouraged among the students. Student teachers presented papers at national level conference. The importance of the Action Research Cycle in maintaining quality is emphasized.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANJUMAN-I-ISLAM'S AKBAR PEERBHOY COLLEGE OF EDUCATION
Address	Plot No. 15, Sector 10/A, Vashi
City	NAVI MUMBAI
State	Maharashtra
Pin	400703
Website	www.akbarpeerbhoyvashi.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Asma Shaikh	022-27801214	9833923545	-	shiakhasmakk@gmail.com
IQAC / CIQA coordinator	Hoor Jahan Hasan	-	9326076530	-	hoorhasan@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Status.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details		

State	**University name**	**Document**
Maharashtra	University of Mumbai	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	View Document	29-05-2015	172	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot No. 15, Sector 10/A, Vashi	Urban	0.15	1046.54

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Bachelor Of Education	24	Graduation	English	50	50

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				0			
Recruited	0	0	0	0	0	3	0	3	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	0	5	0	5
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	0	0	2
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	3	0	3

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	5	2	0	0	7
	Female	41	2	0	0	43
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	3	1	1	3
	Female	47	33	41	47
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	34	42	50

Institutional preparedness for NEP

1. 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/ shred 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.
2. 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.
3. 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 skills. Assertiveness skills, Time management, communication skills, creativity, team work, leadership and problem solving done through Soft Skills Certificate Programme. 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. Socialization, Team work skills, life skills. 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 and throughout the course. Micro teaching workshops organized for students to develop skills like questioning, set induction, explanation, illustration, BB skill and stimulus variation. Professional skills and Life skills has been developed through theme "Don't postponed happiness, Smile to make lasting impact" Interactive Series organized by Alumni. To build a warm environment,mentor and nurture students and become role models.
4. 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.
5. 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 pluralistic 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 Assessment for Learning: Understand the concept, process of assessment and recording and reporting of data.
6. Distance education/online education:	NIL

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	87	71	80	92

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	40	31	49	43

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	40	30	49	39

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	41	31	49

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	4	5	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.07	32.58	39.85	16.92	14.93

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 37

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The University of Mumbai, of which the institution is an affiliate, stipulates the curriculum, and also the terms for each academic year. The academic calendar is planned and executed on the basis of the deliberations during the staff meetings and suggestions of the IQAC, thus providing the roadmap for the institution's activities.

Administrative Guidelines: The following are representative of the Administrative Guidelines : Schedule for orientation of students (per semester), collection of fees, meetings of staff, IQAC,CDC, Students' Council, Alumni, and Various Committees, the term breaks, public holidays, internal examination (content test, essays, class test) and the means for providing financial assistance to the economically and socially underprivileged students.

Curricular Activities: The following are representative of the curricular activities undertaken: course activities like lectures, workshops and seminars, demonstration lessons, internship, action research and other projects, tutorials, self-learning, internal and university examinations, assessments and assignments.

Co-curricular activities: The following are representative of the Co- curricular activities: observing national and international days of importance, participation in Government projects (for e.g. Swacchta Abhiyan, Beti Bachao Beti Padhao, Skill India, Ek Bharat Shreshta Bharat), celebration of cultural events, community service and extension activities, visits, sports day, inter-collegiate competitions, degree conferment ceremony and annual day.

Ancillary Programmes: The following are representative of the enrichment programmes undertaken: Certificate courses in Soft Skills, MS Office, and Wellness, Beyond the Curriculum series, Interactive series (organized by the Alumni), In-service Teachers' Training Programme (annual).

Each new batch is orientated to the B.Ed. course at the beginning of the academic year. Students are also given semester wise orientation at the start of each semester, so that they are aware of the programme and learning outcomes and the activities to be conducted during the semester. Each teacher plans academic activities according to their respective portfolios. This enables the institution in maintaining and enhancing the quality of the curricular transactions and to keep it relevant to the needs of the contemporary times.

The revised curriculum does not give weightage to pre- practice teaching skills or skills in writing lesson plans. On analyzing the curriculum, we felt the need for training in micro-skills prior to actual classroom

teaching and in the writing of lesson plans. Demonstration lessons in various pedagogy are also conducted to familiarize the students with various techniques of teaching. We emphasize collaborative and cooperative learning and teaching, experiential learning and different styles of learning. To provide a holistic experience students are encouraged to engage actively in all the curricular, co-curricular and ancillary programmes.

Our focus in keeping with the vision and mission of our institution is to facilitate the development of empathy and values for an inclusive society, a skill set which helps students enter the world of work as professionals and as responsible citizens of our country.

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

1.1.2

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

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

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 60

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	10	8	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

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

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 2.8

1.2.2.1 **Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	2	3	3

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

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 100

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
94	87	71	80	92

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

1.2.4

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

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

Response: C. Any 2 of the above

File Description	Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5

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

Response: 59.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	87	71	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Teacher education or teacher training refers to programmes, policies, procedures and provision designed to equip teachers with the knowledge, attitudes, behaviours, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, school and wider community.

The core courses in the curriculum emphasise the need for self-awareness and empathy. They sensitise students to various behaviours in a pluralistic society, cultural and societal norms. The curriculum helps students to understand the perspectives of human development and the need to develop reflective, critical and problem solving skills. The practical experience during internship allows students to extrapolate knowledge acquired in the core courses to actual real life situations

The B.Ed. degree programme gives sufficient opportunity to ready a student as a teacher by focusing upon the following:

Development of Teaching Skills: The students undergo intensive sessions to develop skills in teaching. These sessions are organised to provide classroom transaction strategies which are age appropriate, language appropriate, gender appropriate and culturally appropriate. This is achieved through demonstration and practice of Micro– teaching, Lesson Planning, Classroom Transaction Strategies, Classroom Management Techniques, Methods and Approaches of Teaching, Correlation, Construction of Assessment and Evaluation Tools, Conducting Action Research.

Development of Self-Learning Skills: In the modern world where students have access to a wide range of information on every subject, we encourage our students to take advantage of their technological skills to learn and understand according to their individual preference, ability and pace. Students share their learning with their peers through classroom presentations and complete projects through Collaborative and Cooperative Learning approaches.

Development of Technical Skills: The ability course Critical Understanding of ICT acquaints students to use technology ethically as a medium of learning. It empowers students to use the different modes of technology as lifelong learning tools.

Development of Awareness and Empathy: The interdisciplinary, ability and audit courses present a broad scope of the society. Students not only understand their individual place in society but learn to acknowledge and accept individuals who may not subscribe to the norms of society by developing an attitude of inclusive living. These courses also emphasise the need to appreciate culture and leisure activities via reading, reflection, drama and art.

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

1.3.2

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

Response:

Development of school system: Comparative study is done by providing self-learning of various boards, SSC, CBSC, IGCSE, IB.

Functioning of various Boards of School Education: Experts(Alumini) from different boards are invited to conduct sessions on the functionality of different boards.

Assessment systems: Assessment is done in the form of case studies that are allotted to each student as the task and assignment in core course 2 Knowledge and Curriculum.

Norms and Standards: Students are instructed to visit schools of various boards for their internships, also they need to surf the websites of different boards websites, go through educational news, social media platforms to understand the norms and standards of schools.

State-wise Variation To understand the state wise variation they study school management system and evaluation pattern in different boards in (Interdisciplinary Course 2) Educational Management and they study statewise policies adopted for Children with special needs in different boards through (Interdisciplinary Course 4) Creating an Inclusive School.

International and Comparative perspective: In core course 2 Knowledge and Curriculum and

(Interdisciplinary Course 1) Gender School and Society and school students are presented with documentary and Youtube, published papers on International curriculums and discussed in class in form of Seminar to give them a worldview of curriculum across the world.

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

1.3.3

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

Response:

The 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 learning from the content to highlight these diversities and minimize the differences. As a part of the practicum, students carry out 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 statuses by teaching in schools ranging from Grant in Aid to Private Schools affiliated to various boards.

This diversity challenges the students to utilize their skills effectively and efficiently. For example, students teaching languages in schools where the medium of instruction is not the target language, use a variety of strategies to help comprehension like flash cards showing the vocabulary in both the target language and the first language. Students teaching in schools without technological support make low cost teaching aids to facilitate learning. Similarly students teaching in schools with amenities use technological support to execute their lessons. The teaching methods, approaches and strategies are chosen on the basis of the learners' ability and exposure. For e.g. a student may incorporate the value of personal hygiene and balanced nutrition in a school which has learners from deprived sections of society. On the other students teaching in a privileged milieu may focus on the need for safeguarding oneself from the indiscriminate use of internet sites.

This ability to adjust and adapt the teaching methods and approaches according to the learner and school profile is indicative of their professional acumen derived from the learning experiences and curriculum of the B.Ed. programme.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 88.4

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

2.1.2

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	3

File Description	Document
Final admission list published by the HEI	[View Document]
Data as per Data Template	[View Document]
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document]

2.1.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

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

Response:

Admission to the B.Ed. programme is on the basis of the Common Entrance Test conducted by the State CET Cell, Government of Maharashtra. These CET Scores enable us to identify the level of readiness to undergo the professional education programme on the basis of the scores achieved. Once admitted the students appear for content test in their respective pedagogies. The scores enable categorization of students into different ability groups on the basis of knowledge and fluency.

Each group is then mentored by teachers teaching pedagogy to help them reach the desired proficiency required to teach in school. Students attend tutorials, undertake tasks and assignments and practice self-learning in order to develop functional skills. Students also shadow in-service school teachers from the school situated in our campus to learn about their respective pedagogies.

At the start of the academic year, immediately after the orientation session, students are encouraged to introduce themselves emphasizing the reason for choosing teaching as a profession, their competencies and hobbies. This information allows us to tailor classroom transaction and co-curricular activities to suit individual needs for e.g. stressing the role teachers play in school and society, upgrading computer usage skills, giving opportunities for written and verbal communication skills, and improving self-image.

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 11.75

2.2.4.1 **Number of mentors in the Institution**

Response: 8

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Admission process done through University of Mumbai and Maharashtra CET Cell, Admission Regulating Authority.College caters the needs of all languages Hindi, Marathi, Urdu, and English. College provides student support through organising Orientation programmes, Workshops, Seminars, Value based Assembly, Outreach programme, Celebration of days, Rally, Visit, Paper presentation, Expert talk, and Value added course, Linkage programme and Community work.

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.

Create learning environment by team building, decision making, sense of accountability, giving responsibilities and authorities, awareness programme, group discussion, sensitization on inclusion.

Highly Qualified and experience teachers who **keep pace with the changes in the methods and techniques** in teacher education like; Lecture cum Demonstration, Problem Solving method, Brain storming, Concept mapping, Visit, Cooperative learning, debate, Questioning, Role play, Games, Inductive deductive method ,Review, Analytic Synthetic method ,group discussion, Psychological test, Blended learning. Anjuman-I-Islam's Akbar Peerbhoy College of Education, equips student teachers with competencies necessary for lifelong learning and become an exuberant teacher and effective members of a global society. We take all possible and necessary steps to produce teachers who are serving the humanity with class and character. Their personalities thus evolve making them value-oriented citizens of the country.

Foster competencies and skills development through Internship where faculty trained the Student teacher to give lesson in 7 E's, (Elicit, Engage, Explore, Explane, Ellobrate, Extend and Evalute) Experiential learning, Concept mapping, Theme lesson, Co teaching, Peer teaching with effective techniques like Questioning, Illustration, Probing, Concept mapping, Concept attainment model, Games, Inductive deductive approach, Dramatization, Narration, Discussion Brain storming. Core values, NEP 1986 core elements, Life skills, 21st Century skills, Human values are incorporated in each execution of lesson plan. Various references and various learning resources used to make lesson effective.

Brain storming: Brainstorming is done through Round Robin and Concept mapping which helps in stimulating varied instructional approach to the students. These activities conducted at AIAPCE before class test and University examination to help them to focus on Theory papers.

Online learning - students participated in online learning courses provided by the institution through google classroom and LMS. Student teachers are well versed with digital modes of learning, online tools and resources. Strong mentoring process, mentor and mentee groups are formed.

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	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	4	5	5

File Description	Document
Data as per Data Template	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

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

Response: 100

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

Response: 94

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

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

2.3.6

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

1.   **Special lectures by experts**

2.   **'Book reading' & discussion on it**

3.   **Discussion on recent policies & regulations**

4.   **Teacher presented seminars for benefit of teachers & students**

5.   **Use of media for various aspects of education**

6.   **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

At AIAPCE, the teaching and learning process is centered on developing students' intellectual and thinking abilities, creativity, empathy, rational thinking , inculcation of values and life skills.

AIAPCE gives opportunities to students through a variety of activities to develop their thinking skills, talents, competencies, pedagogical practices toward their professional, pedagogical, and personality enhancement and to make them compassionate, independent instructors. Followings are the methods the institution uses to achieve our mission that is Cultivating Exuberant teacher for the modern Society.

Our students come from diverse socio economic backgrounds. The schools they practice lessons in range

from state run schools in poor neighborhoods 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, extension activities, practice teaching and incorporate core values in the lesson plan. 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.

CREATIVITY

The phenomenon of creativity involves the transformation of pupils' thoughts and imagination into something new. Students are provided with opportunities to improve their creativity:

- Under the direction of their particular lecturers, students produce **instructional resources** that are pertinent to their teaching methodologies. Charts, models, working models, flash cards, posters, and PowerPoint presentations are just a few of the various teaching learning techniques that students have created to improve their teaching skills.
- Here, teachers and students collaborate to **choose the best teaching learning process** for variety of topics, with students preparing the themselves with their original ideas.
- The creation of imaginative and original lesson plans is a requirement of the B.Ed. pedagogy courses. Teachers educate their students on the many teaching models, guide them as they develop lesson plans, and inspire them to be creative. Students have the chance to design and carry out lessons that encourage creative thinking. Students use a variety of teaching methods in these lessons, including the **Concept Attainment Model, Experiential Learning, Inductive deductive method, brainstorming, role playing, dramatization, Concept mapping, Theme based teaching, Co teaching, 7 E's (Excilit, Engage, Explain, Explore, Elloborate, Extend and Evaluate) or 5 E's (Enquiry Based Learning, Engage, Explore, Explain, Ellaborate, Evaluate) etc**.
- Student shows their creativity while submission of their task assignment, Project work, Report and Reflective Journal .
- Student creates text Structure from poem to Story ; Story to Poem; or change any form of text structure into another text structure in the Course : Language across curriculum.

INNOVATIVENESS

Innovation in Education encourages teachers and students to explore research and use the resources to uncover something new. Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways.

- Anjuman Tarana snags daily in the assembly and in each event. Every time Students present in a innovative way in the form of PPT.
- Students at AIAPCE to boost their innovativeness get opportunities to celebrate/observe /organise important events like **Human Right Day, Women Day, Daily Assembly, World Population Day Aids Awareness Day, Diwali , Chirstmas , Iftar , Marathi day Science day , Sports, Paper Presentation, Workshop** etc, here the teachers and students come together to innovate

something and present it before people through the means of Social Media to create awareness in people.

- College organises Exhibition of Teaching Aid Exhibition, Socially useful productive Work.

INTELLECTUAL AND THINKING SKILLS

In this era flexible thinking, rational thinking and intellectual skills help to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary.

- Teachers at AIAPCE make efforts in this direction of developing these skills through different tasks like **Brain Storming, Debate, Student Council, Organization of Events, Group leader of Practice Teaching and Project Manager in the Department of Lifelong Learning Extension, University of Mumbai.**

- To enhance the intellectual skills of student at AIAPCE focus on making the students learn the concept of designing Concept Maps and prepare the notes. Here the teachers make the students aware about the different types of concept maps by providing examples from different subjects. After having an orientation and demonstration on this the students are asked to **conduct lesson on Concept mapping**

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5

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

1. Preparation of lesson plans

2. Developing assessment tools for both online and offline learning

3. Effective use of social media/learning apps/adaptive devices for learning

4. Identifying and selecting/ developing online learning resources

5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.4.6

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

> **1.Planning and scheduling academic, cultural and sports events in school**
> **2.Planning and execution of community related events**
> **3.Building teams and helping them to participate**
> **4.Involvement in preparatory arrangements**
> **5.Executing/conducting the event**

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

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-

Orientation to the student for internship -List of activities are provided that helps in understanding the process and keeping a check on the progress.

Letters are sent to Practice Teaching Schools -

 Selection of the schools

Orientation to school teacher and college teacher-The practice teaching school teachers, teacher educators are oriented with tasks that is undertaken as a part of Internship activities.Defining role of teachers of the institution as a observer and school teacher are advised to support interns.

Collection of unit from the selected practice teaching school

Preparation of the internship time table

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	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9

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

Response: 4.27

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

Response: 11

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

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 and 3 adjunct faculties are involved in the programme.Total 8 faculties are inovled with the 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.

A mentor helps keep them on track and accountable for achieving their goals. It provides the motivation needed for mentees to work at attaining their goals. During the practice teaching, the method teacher, observer, supervisor, guiding faculty continously putting their efforts for the following benefits of the student.

- Self-awareness

- Adaptability
- Teamwork
- Collaboration
- Verbal communication.

It process includes written and oral feedback before the lesson plan and after the lesson plan. Individual and in Group. On this basis of this student self analyze their progress by by writing self reflection.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.12

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

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

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

Response: B. Any 4 of the above

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

2.4.13

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

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**

3.Involvement in various activities of schools

4.Regularity, initiative and commitment

5.Extent of job readiness

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any additional Link	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 60

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

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

Response: 83.33

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

Response: 4

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3

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

Response: 6

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

Response: 30

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

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. Every time a teacher has attended any subject enhancement programme, she shares the information about the new developments in a dedicated staff meeting with her collegeaus.The faculty are in different stages of their doctoral studies with some of the faculty having competed their Ph.D. degree and some pursuing their doctoral studies.They participate in a number of committees and educational organisations at the university level, including the Curriculum Drafting Committee, the Exam Paper Setting Committee, the Examiners and Moderators, etc. The professors plan and take part in national and international conferences on sustainable practises in higher education, innovative practises in higher education, NEP 2020 Perspective, and other topics relating to concerns and trends in education.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Internal examinations during the B.Ed. Programme are conducted every semester, wherein students have to answer class tests and essays. While these are mandatory to complete the credits required for the programme, the college conducts regular assessments after tutorials. Deficits found are removed through classes and mentoring.

Practice teaching begins with simulated teaching where students are given feedback to either diminish weaknesses or strengthen competencies. The lesson plan drafts are evaluated and suggestions are given on improving the lesson in class. Students while conducting practice teaching are given immediate feedback on their performance keeping in mind the earlier suggestions given.

The Action Research project also undergoes many cycles of evaluation starting from framing the topic to analysis of data and report writing.

Students participating in co-curricular activities are monitored and aided to help improve and strengthen their abilities. These opportunities help to develop the students' personality and sel-concept.

The feedback mechanism operates on the principle of immediacy. The results are shared within 3 days on an average. The students are allowed access to the evaluated answer sheets and their performance. The mark list is then displayed on the general notice board where everyone can see it. Students who fare poorly are encouraged to appear for a re-examination.

The feedback provided ensures that the PLOs AND the CLOs are being achieved as they were intended to be.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Protocol during Internal Examinations:

1. Students must report for examinations in their uniforms, and be seated in the examination hall 15 minutes before the start of the examination.
2. Students are prohibited from carrying their mobile phones, Bluetooth listening devices (ear pods), smart watches, iPods, tablets, study material into the examination hall.
3. The Principal and invigilators on duty reserve the right to check the desk, pencil pouches and person of examinees on them giving sufficient reason to do so/ indulging in suspicious behavior.
4. Students indulging in unfair means (using mobile phone, listening devices, tablets, photocopied cheat sheets, and incessant talking with other examinees) during the examination will not be permitted to continue writing the exam and will have to appear before the college disciplinary committee.
5. Any student who has engaged in unfair means / malpractices (using mobile phone, listening devices, tablets, photocopied cheat sheets, and incessant talking with other examinees) will be awarded the minimum passing marks on appearing for a retest after appearing before a disciplinary committee and submitting an undertaking to the Principal of the institution and the Chairperson of the Prevention of Malpractices Committee.

Protocol during University Examinations:

1. Students must report for examinations and be seated in the examination hall 20 minutes before the start of the examination. They must carry their IDs with them.
2. Students are prohibited from carrying their mobile phones, Bluetooth listening devices (ear pods), smart watches, iPods, tablets, study material into the examination hall.
3. The Principal and invigilators on duty reserve the right to check the desk, pencil pouches and

person of examinees on them giving sufficient reason to do so/ indulging in suspicious behavior.

4. Students indulging in unfair means (using mobile phone, listening devices, tablets, photocopied cheat sheets, and incessant talking with other examinees) during the examination will not be permitted to continue writing the exam and will have to appear before the University disciplinary committee.

Students from our college if caught indulging in malpractices will have to appear before the University's disciplinary committee and complete the stipulated procedure.

ANJUMAN-I-ISLAM'S AKBAR PEERBHOY COLLEGE OF EDUCATION, VASHI.

UNDERTAKING:

I, Mr. /Ms. _____, Roll no. _____, studying in F.Y/ S.Y. B.Ed. Semester 1/ 2/ 3 /4, academic year _____, declare that I was found copying using _____ by the invigilator on duty. I am aware that I will not be allowed to continue writing my exam and will have to appear before a disciplinary committee before I am allowed to take a re-exam.

Signature:

Date:

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

2.6.4

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

Response:

The academic calendar schedules the semester duration projects, internship and practice teaching, action research, tasks and assignment and examinations.

The class tests and essays in each paper are scheduled according to the academic terms announced by the University. 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.

All class tests are announced at least 4 weeks before the date of examination and clearly mentioned in the planner and class notices. The schedule clearly allots time for tutorials and self-learning.

Library work, during which students study either in groups or individually, are clearly mentioned in the time table. Every instance of internal evaluation is followed by feedback given by the respective teacher. Feedback sessions are planned and listed in the planner and time table.

Students requiring individual assistance are accommodated for tutoring and guidance after 03.30 pm.

Action research, projects, tasks and assignment are assessed and feedback for improvement is given to students immediately. Students improve upon and resubmit their work for final evaluation.

Feedback for practice lessons is provided immediately on completion of the lesson in schools.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The PLO of the B.Ed. Degree Programme is to develop a skilled and efficient teacher who has the capacity to integrate into a diverse and pluralistic society using the principles of teaching learnt during the B.Ed. Degree Programme and become a lifelong learner.

Course Learning Outcome – Learning outcomes are specific statements of what students will be able to do when they successfully complete a learning experience. The teachers use learning outcomes to describe to students what is expected of them in a culturally diverse society by planning appropriate teaching strategies, materials and assessments. Students anticipate what they will gain from the educational experience and know in advance how they will be assessed.

The teacher organizes interactive sessions with experts in the subject, analyses articles in newspapers and media, reviews case studies, facilitates: seminars and group discussions, experiential learning, paper presentations, role play , visits, street plays, exhibitions, debates, interviews, script writing etc.

The following are examples of course learning outcomes (CLO) expected from students on completion of the programme, wherein the student will be able to:

Core Course 1: Childhood & Growing Up: apply the theoretical perspectives of physical, emotional, social, and cultural development of children in a pluralistic society.

Core course 2: Knowledge and Curriculum: correlate the epistemological basis of education to the curriculum and to society.

Core course 3: Learning and Teaching: apply the cognitive and constructivist perspectives of learning in the learning process.

Core Course 4: Assessment for Learning: construct lesson plan, unit plan, year plan and blue print for both formative and summative evaluation keeping the taxonomy of educational objectives in mind.

Core Course 5: Contemporary India and Education: use the school curriculum as a tool to promote education in Indian society with emphasis on constitutional values and contemporary issues.

Interdisciplinary Course 1: Gender, School and Society: explain the concept of gender identity in conjunction with the policies and legislation of the government and support gender equity.

Interdisciplinary Course 2: Educational Management: apply the principles of Educational Management and Educational Administration with reference to Quality Management, Human Resource Management, Leadership and Change Management.

Interdisciplinary Course 3: Language Across Curriculum: appreciate the significance of multiple languages across the curriculum while understanding language diversity in the Indian context and applying the current language policies.

Interdisciplinary Course 4: Creating an Inclusive School: differentiate between the concepts of diversity, disability and inclusion and prepare the learning environment (IEP, Special educator, Homeroom teacher) for an inclusive experience for all learners.

Elective Course 1 and 2 Pedagogy: use the methods and approaches of teaching various subjects and incorporate the changes in teaching methodology and subject content.

Ability course 1 ICT: adopt technology for lifelong learning with specific reference to open education resources and creative commons in education.

Elective Course 3: Action Research: implement the process of Action Research and apply the cycle of AR to improve the teaching learning process.

Guidance & Counseling: detect learners with difficulties (CWSN) and refer the learner to a special teacher or counselor.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 74.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	40	30	49	38

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Link for additional information	[View Document](#)

2.7.3

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

Response:

The mission of the college is creating exuberant teachers who will be able to participate in the development of society. To achieve this goal we emphasise the importance of reading and writing, and keeping abreast of technological developments for lifelong learning. Visits, films and media are used to sensitise students to the social context and help them rethink their attitudes and personal opinions. Experiential learning, discussions, seminars and presentations allow them to present their point of view. Students write analytical reports which are based on introspection and reflection. Problems encountered during internship are analysed and sought to be improved by applying the Action Research cycle. The

methods and approaches learnt are applied in these situations as are the cognitive and theoretical perspectives.

The values learned and adopted during the course can be witnessed during teaching lessons in school. Each lesson show cases a Core Value delineating respect for every human life and upholding the constitutional values for each and every citizen. This in turn serves to develop a humane teacher.

The various co-curricular activities enables students to practice professional attributes like organizational skills, communication skills, interpersonal skills, team building, leadership, decision making. This makes them self-reliant and independent.

The progressive performance of the student and their attainment of professional and personal attributes in line of the PLOs and CLOs prepare the students for the real world.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 70.21

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

Response: 33

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

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified

learning needs are catered to.

Response:

In the begining of the academic year through Talent seach , Content test, Visual, Aural, Reading, Kinesthetic Learning Model students are identified with thier learning needs and accordingly activities are planned .Following activities are scheduled to cater to the need of learner. Mentoring groups are formed and the mentor guides and counsells the students on various situations.

- Task and Assignment in every subject are assigned to students each semester according to their ability.
- Coperative learning techniques are used .Group work is conducted on various topics to enable collaborative learning and encourage team work
- Roles and responsibilitie sin organisation in co curricular activities are assigned according to their ability.Cocurricular activities to develop their talents and abilities, their confidence and creativity. Community service programmes are frequently organised and students are motivated to participate and provide services towards these outreach activities.
- Supervised Study sessions, Tutorials are scheduled according to their requirement .
- Essay and Class test- Practice sessions are organised before essay class test and University exam
- Seminar Presentations on various topics are organised that enables them to do in depth research on different aspects of a topic thus develop their knowledge, confidence speaking skills and technological skills. Support provided by the menters to prepare them for seminar presentation .
- Assembly activities provide students with a variety of opportunities to display their talents and present programmes on social issues,
- workshops on Skills Teaching -learning skills, communications skills, classroom management skills, individual participation, group discussion, leadership skills, ICT skills, personality development, soft skills are organised and follow up sessions are conducted.
- Teaching Aid workshops are conducted where they have to prepare and present on teaching aids related to their pedagogy and catering to inclusive needs.
- Students are encouraged to select books for reading and writing the   review as per their ability to develop reading habits and think critically on the books they have covered and also to enhance their writing skills.
- Continuous feedback is provided after each activity to enable the students to understand their level of performance and to make improvements where needed.
- Open Book Assignments which help students in understanding a topic in a comprehensive manner.
- Experiential Learning is used by faculties to promote learning by doing .
- You tube, PPT, Film show, Documentary are used by the faculty to promote multisesnsory learning.
- Evidence of outcomes is witnessed through the achievement of PLO's and CLO's.
- Formative evaluation through class test, assignments, essay, practice teaching lessons, group work, assignments, community work, learning resources, internship, book review.
- Summative evaluation is done through University exams.
- Teachers provides question bank.
- Result analysis is done after every Test and the performance of the students by the subject teacher and communicated to the student and head of the institution
- Brain Storming, Tutorials, Group Study, Self Study, Supervised study, Medium wise classes are conducted

- Pre assessment of the lesson plan done by the pedagogy subject teacher as per the given advised students make improvement in the lesson plan.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

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

3.1.4

21-10-2023 08:20:46

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

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

Response: A. All of the above

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

3.2 Research Publications

3.2.1

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

Response: 6.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	6	5	20

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

3.2.2

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

Response: 3.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	3	8

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 16.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	11	08	32	19

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

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 100

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
94	87	71	80	92

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

3.3.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	87	71	80	92

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

3.3.4

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

Response:

The AIAPCE has organized numerous college and community level activities in the last five years. Extension activity has always given our students maximum exposure and made them sensitize towards various social issues. In extension activities we organize; rally, visits, talk , essay competitions, training programmes, street plays, poster and slogan making competitions, fair and marathon. We also organized a tree plantation drive, lectures, seminars, debate competition, expert talk, virtual rally in times of covid-19. We covered sensitive issues like AIDS, Use of Plastic bags, Dyslexia, Voting Rights & Law Protecting Women, Eve Teasing, Mental Health , E- Waste Management, Organic Compost, Autism, Cancer, Digitalization of Education,Sexual Harassment, Distance Education, Senior Citizen Rights ,Domestic Violence, Peace and Harmony, Discipline, Environment protection and literacy.

We have also organized Career Fair and disseminated career guidance to Ram Tanu Nagar , Turbhe, we also did one week Community Work at NASEOH (National Society for Equal Opportunities for the Handicapped). We organised a Yoga training programme for students under Swasth Bharat.

To mark the days that were related to sensitive issues we have a culture in our college to celebrate relevant International days; World Cancer Day, International Women Day, Population Day, Minority Day, Constitution Day, Environmental Day and World Aids Day. During lockdown our college organized a virtual rally on Covid-19 Vaccination Awareness and contributed to the Awareness of Covid-19 of the citizens.

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

3.3.5

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	1	2	2

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 3.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	2	2	2

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

3.4.2

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

Response: 2

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

Response: 2

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

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

    1.Local community base activities
    2.Practice teaching /internship in schools

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The infrastructural facilities available at the college have been demarcated as per the NCTE Regulations, 2014 and are used for co-curricular and extra-curricular activities.

The infrastructure is used as:Multipurpose Hall, Seminar and Lecture Hall, Four classrooms, Psychology Laboratory, ET/ICT Laboratory, Science Laboratory, Library with Reading Room and Curricular Laboratory, Learning Resource Room, SUPW and Art /Craft Room, Activity and Sports Room, Girls' Common Room, Play Ground, Parking and Tennis Court. The entire **college campus is WiFi enabled** and students and faculty have free access to the internet. The classrooms are equipped with **37 computers and 6 Projectors** too.

The following resources are available in some of the designated rooms:

Classroom : Well ventilated with LCDProjector

SUPW / Art and Craft Room: Stationery, Art and Craft material, Tools (Sewing Machine,Iron etc.)

 Sports Room : Equipment (Cricket Kit, Badminton kit, Carrom Board, Chess Board, Shot-put, Disc, Skipping Ropes and accessories like yoga mats.

Library: The library is computerised and the e-Granthalaya 3.0 software is used throughout the functioning of the library. The e-Granthalaya has several operation modules. It manages the day to day records of the library. Database Administration is used to manage library staff accounts for receipts and funds management of the library, users' profile and database backup. Master Data is used to update users' profile, directories of subjects, publishers, vendors, and sections/catalogues 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. To search the collection details Search/OPAC module is used.

We use the infrastructure in multiple ways to make optimum use of the available resources. For e.g. the **class rooms** are used for rehearsing for cultural activities and cooperative and collaborative learning sessions, while the Seminar/Lecture Hall are used to present curricular and co-curricular activities. **Gallery** or corridor is used to display charts, posters, art and creative work done by students and informative articles from newspapers and journals. In an effort to maintain the aesthetic appearance and cleanliness of the campus, regular maintenance is carried along with periodic painting and professional housekeeping.

Acqua Guard for drinking water and Fire extinguisher , Play ground and Tennis Court is also available.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 100

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

Response: 6

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

Response: 6

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

4.1.3

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

Response: 14.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.075	7.79336	8.32318	0.049	0.94199

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library is 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	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Web-link to library facilities	[View Document](#)
Link for additional information	[View Document](#)

4.2.2

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

Response:

The AIAPCE library has computers with internet access, using open -source integrated library software. The library offers free internet browising to all student and faculty. The Library is equipped with OPAC for end users and automated circulation for librarians.The students can access the listiings available in the library through the OPAC digital portal. The library resources i.e reference books, text books, journals,encyclopaedias, research bulletins, are adequate and addition are made to the existing collection.

The library encourages Vachan Prerna Diwas and Book Reviews.

AIAPCE library is a Whatsapp group created by the college where free books, newspapers, and journals are posted.

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

4.2.3

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

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga

    4. **e-books**
    5. **Databases**

Response: D. Any 1 of the above

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

4.2.4

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

Response: 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.07905	0.14611	0.43388

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

4.2.5

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

Response: 1.41

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

Response: 35

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

Response: 40

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

Response: 15

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

Response: 25

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

Response: 25

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

4.2.6

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The institution has well-established IT infrastructure that is continually updated as needed. Dedicated leased lines (100 Mbps) power the wi-fi facility. The institution offers a wide range of ICT facilities for the smooth, effective, and transparent execution of daily academic and administrative tasks in order to fulfill and keep up with the most recent digital needs. The institution offers a sufficient number of computers, printers, scanners, and LCDs with projectors to support staff and students in their academic work. The college has a well-established system for updating and utilizing ICT effectively to guarantee an efficient teaching-learning process. The management allots budget each year for routine maintenance and improvements to ICT facilities. For the purpose of maintaining the campus' hardware and ICT infrastructure, the college has hired technical employees. Students use their extra time at the library to access the wealth of knowledge on the Internet. The College has a computer lab with the necessary number of computers, and the students have access to these machines to help them develop their IT skills. The college has 37 desktop computers and 2 laptops. 22 of these are utilized by the students, and the remaining PCs are used by the administration. All of the computers in the labs are linked to the LAN and the internet. Ten computers are dedicated to a student-only digital library where they can access both resources that require N-List membership and those that are freely available online. Additionally, the college has various ICT tools like projectors, LCD displays, printers, and photocopiers. These ICT resources are sufficient for the personnel as a whole and pupils in particular. Teachers at our college switched to an online teaching style during the Covid-19 lockdowns using a variety of digital platforms like Zoom, Google Meet, Google Class Room, etc. TAdditionally, the college maintains an online digital library for teachers, alumni, and students.

The Institution motivates faculty as well as the students to take initiative in having an innovative conduction of curriculum for which there is allocation of technological and print resources. Durng the lockdown the computer facilities were not being used and later required maintanance to restart regular use. At prtesent students have the opportunity to use ICT for Learning.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.54

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

4.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 21.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.07184	4.83305	3.09113	3.00605	7.62181

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

4.4.2

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

Response:

System and procedures for maintaning and utilizing physical, academic and support facilities : Time tables are framedand displayed on notice board and shared via WhatsApp group. Any notices for the classroom, related to discipline, cleanliness, electricity usage,rules and regualtions etcare informed and displayed on the notice board. The Instituion follows a policy of optimum utilization of physical and human resources for the B.Ed.programme The Institution motivates faculty as well as the students to take initiative in having an innovative conduction of curriculum for which there is allocation of technological and print resources.

During the vacation too, the internet facility is available for faculty members and students of the institution for content preparation and curriculum transaction. A record muster is maintained of the utilization of the resources.

Library: The Library is equipped with computers & Internet facility for books issue/return, data entry of documents, maintaining user's records and other library documentation work. The OPAC/Search facility is available to staff, student teachers, Ph.D. scholars and external users to search and access the collection of the library. Reprographic and scanning facilities are available for all learners. A collection of educational CD's, movies, CDs of CAI presentations are available. The student teachers can collect information from online resources with the free Wi-Fi connection available in the library. Books are issued to the students on the basis of card system and book bank facilities are availabler for the needy students.

ICT : The computers are maintained by the technical staff and serviced by an Engineer as and when required .

Fire Extinguisher & Pest Control : An annual service contarct is maintained.

Furniture and Fixtures : Furniture of the Classrooms, office, Staff Room, LIbrary, ICT Rooms are repaired as and when required.

Water Cooler,Electrical appliances are repaired as and when required by the local electrician, plumber and carpentor.

Antivirus plan purchased for one yearannually.

Cleanliness and Maintanance is carried out by the Support Staff on a daily basis.
Security agency has been retained on the basis of annual contract.
All the above are monitored on a regular basis.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

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

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

Response: E. Any 1 or none of the above

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

5.1.4

21-10-2023 08:20:47

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 63.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	25	20	26

File Description	Document
Upload any additional information	[View Document](#)
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 19.15

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 9

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

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

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

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 4.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	0	4

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

After the election, the Student Council was formed every year. The official body chosen by the students to represent them in the efficient operation of the college is our Student Council. The members are granted a portfolio after the election. Its primary goals are to uphold order, offer a grievance procedure, run various programmes, foster a sense of teamwork, and promote cooperative learning among student instructors. The Students' Council organises a variety of events, including regular meetings, lectures, and seamless administration of academic, athletic, and cultural activities. It requires initiative to plan cultural activities in coordination with various tutorial groups and commemorate significant holidays like "Gandhi Jayanti," "Independence Day," "Republic Day," "Teacher's Day," "Marathi Divas," "Christmas Day," "Women Day," "Maths Day," and "Samvidhan Divas,"days for students, reading, etc. It plans activities such as culinary festivals, awards ceremonies for alumni, tree plantings, elocution contests, and competitions for diya cards, posters, songs, and SUPW exhibitions. Portfolio Information **The general secretary** serves as the class spokesperson and overall portfolio coordinator. The general secretary is the point of contact between students and the principal and faculty and compiles the results of all the activities. Additionally, coordinates with the General Secretary for any issues relating to education. **Cultural Incharge -** Ensures that all students participate fully while coordinating with the instructor in charge of organising a variety of cultural activities for various occasions and takes care to ensure that each activity report is made following each event. The cultural incharge works with the photo coordinator, creates a list of participants, assigns tasks, and creates a list of winners. **Sports incharge** synchronises with the teacher charge of organising the sports day and internal competitions. creates a list of participants, allocates responsibilities, creates a list of winners, and composes a final report on the events. **Beautification Incharge** takes care of discipline and cleanliness. In responsibility of maintaining order during college hours and programmes, maintaining a friendly, supportive environment. The right dress code and restrictions on cell phone use while in class are also taken into consideration. The person in charge of discipline makes sure that students carry their ID cards and library cards every day and works with the teacher-in-charge. **Report incharge** takes charge to write and maintain report and also collect all other reports and correspondence. **Hospitality Incharge** takes care of refreshment of all the events. Awarded certificates to the students based on their portfolios at the end of the academic year.

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

5.3.2

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

Response: 17.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	11	14	20	21

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

5.4 Alumni Engagement

5.4.1

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

Response:

AIAPCE has a registered alumni association under the SOCIETY REGISTRATION ACT,1860, Maharashtra/409-03/Thane Dated 23.04.2003and the Public Trust Act, 1950 - F /11885/Thane dated 30.06.2003. The alumni play a regular and active role in the operation of the institution by encouraging newly enrolled students, contributing to the internal curriculum development, organizing extracurricular activities, assisting with curriculum delivery for students, and providing placement, advice, and support. Alumni participation is essential to the college's progress. Alumni participate in a variety of activities throughout the year. Members are invited to conduct guest lectures, serve as judges for cultural day competitions, and more. Many ex-students have joined the Alumni Whatsapp groups.Emerging prospects for professional growth and recruitment are occasionally presented in the groups.

Both current and previous students benefit from alumni networks. Alumni networks offer mentorship and advice to current students. Alumni networks give former students a medium to stay in touch with the institution and other alumni. The Alumni Association offers helpful tools and chances for networking using them to maintain connections with their field of work and with other alumni. The Alumni support current students and their institutions. Additionally, they assist in mentorship and fundraising.

The Alumni association encourages alumni to support their alma mater. They offer information about recent events at the university and among its alumni.

In order to help their alma mater on an intellectual, physical, and financial level, the alumni association of AIAPCE has played an important role in the conduction of various activities in the institution. Some of them are as listed below :

1. IQAC and Alumni Association conducted a three days Teachers Training Programme,Interactive Series from 4th to 6th January 2021 under the theme Don't Postpone Happiness, Smile to Make a Lasting Impact.
2. IQAC and Alumni Association conducted a five days Teachers Training Programme, Interactive Series from 10th August 2020 to 14th August 2020, in "Developing Critical Skills for Effective Functioning in the School Environment".
3. IQAC and Alumni Association conducted a 30 hours duration certificate programme in MSOffice.A one- day training programmes in "Effective PPt Presentation with Animation ", and a two- day training programme in "Animation" , and " How to Use Various Softwares in Teaching Learning Process" were conducted.
4. Conducted District Level Sports.

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

5.4.2

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

1.   **Motivating the freshly enrolled students**

2.   **Involvement in the in-house curriculum development**

3.   **Organization of various activities other than class room activities**

4.   **Support to curriculum delivery**

5.   **Student mentoring**

6.   **Financial contribution**

7.   **Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)

5.4.3

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

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

5.4.4

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

Response:

Alumni association acts as an effective support system. Student do their internship along with various schools in which head of the institution and teachers are our alumni. During the internship alumni identify the special talents and skills of our students. According to the abilities and talents of the students they provide support to enhance their capabilities.

This is done in following manner;

- By providing additional teaching periods and give feedback to them
- Facilitating them in organizing various curricular and co-curricular activities of their schools
- Orienting them the functioning of school and maintenance of records
- Organizing special inspirational lecture for them.
- Train them the learning management system of their schools
- Update them with the recent android application and new technologies used in the schools
- Use their talents to organize and conduct various competition.
- Organise workshop on communication and personality developing
- Allowing them shadow their senior teachers in classrooms

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The managing body of the Anjuman-i-Islam comprises of the Governing Council and the honorary office bearers. The everyday functioning is overseen by the President, Vice-President, General Secretary, Joint Secretaries and the Treasurer. The Chief Executive Officer (CEO) and the Chief Finance Officer (CFO) are responsible for the administrative and financial functioning.

Several boards constituted on the basis of the level and disciplines oversee the functioning of the institutions under the guidance of the Executive Chairpersons respectively.

The AIAPCE is headed by the Executive Chairperson, Board of Institutions Navi Mumbai and the College Development Committee, which meet twice a year and supervise and support the academic and financial areas.

The college is headed by the Principal who along with the teachers, administrative and support staff are involved in the daily functioning of the college while keeping in mind the vision and mission of the college.

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 suggestions 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.

The faculty meet regularly to discuss the designated curriculum and its implementation. The IQAC focuses on the enhancement of the curricular and co-curricular activities. Reports are shared with all stakeholders to facilitate an analysis of the success and quality of actions taken.

Various committees have been formed under different heads to oversee specific areas like admissions, grievances, examinations etc. These committees comprise of representatives of the faculty and students.

The IQAC operates as a tool for self-evaluation and ensuring self-improvement.

The overall functioning is decentralised, participatory and transparent.

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

6.1.2

Institution practices decentralization and participative management

Response:

Mission: Cultivating Exhuberant Teachers for Modern Society

Vision: To be the most sought after academic college of education that others would wish to emulate

Apart from the General Council of the Anjuman Education Trust, our institution functions under the Board of Institutions Navi Mumbai (BINM). This board is headed by the Executive Chairperson. The board meets atleast twice every academic year to plan the implementation of the vision and mission of the Trust. These suggestions are then shared with the faculty, the administrative staff and student body by the Principal . The faculty and staff , accordingly meet with their peers or students to discuss the implementation of the decisions.

 The Management provides guidance and direction on how to prepare the budget through meetings /workshops based on the vision, mission and the goals of the institution. The institution is then prepares the budget on the basis of their needs and conducts curricular and co-curricular activities independently. The Principal and faculty formulate the action plan for the college and conduct the academic transaction based on the year plan. The Principal of the institution arranges staff meetings at the beginning of the academic year for the implementation strategy with reference to what has been planned for the particular academic year. During the mid-term too, the Principal organizes staff meetings to know the status of strategies implemented , with the consent and advise of the faculty changes are done, if required. At the end of the academic year again , a terminal staff meeting is held to analyze the plan and achievement through the organization of many more activities, suggestions are taken from all faculty members alongwith the Principal, so as to improve or to set a new plan of activities. There are many committees in the college, each faculty is responsible for their respective committees. Committee incharge consults with the other faculty members for the process of any activities.before the programme is finalized. They efficiently carry out the academic and non- academic transactions in the institution through the various portfolios under their charge. The faculty also coordinates with the members of the student council to carry out the various curricular and curricular activities of the institution. Regular reports are maintained and submitted by the faculty with respect to the progress and accomplishments of their respective portfolios and committees that aids in improving the overall quality of the functioning of

the institution.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

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

Response:

All relevant information with respect to the institution is displayed on the website. The information regarding the institution's transactions, policies, values, code of conduct 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 approved 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 the Admission Regulatng Auhoriy, Government of Maharashtra, and All India Survry of Higher Education, all forms are filled online and uploaded, regular audits are conducted.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Having decided upon and planned the strategies of curriculum transaction in the meetings with the CDC,IQAC and staff the following strategic plan is implemented:

Curriculum Development : Workshops on micro teaching, simulated teaching, lesson planning, methods of teaching, professional growth, correlation, principles of teaching, life skills and quality of a teacher are conducted.

Teaching and learning: New avenues of teaching and learning using new techniqes like film shows, expert talks, cooperative learning, role play etc. are implemented as per the changes in educational policies .

Examination and Evaluation : To ensure student's optimum performance in both practicum as well as theory components various methods are adopted. For example,tutorials, remedial teaching in groups, individual counselling, peer teaching, drill and practice, medium wise revision, selfstudy, learning materials, participatory learning, access to internet web sites, individual one on one counselling by the faculty and the Principal, in-house academic counselling services. are organised.. The college conducts twice the number of essays as against those prescribed by the University of Mumbai to give maximum practice to student in preparing responses effectively. This helps the students to be more comprehensively prepared for the term end examinations conducted by the University of Mumbai.

Research and development: Action research is encouraged among the students. Student teachers have presented papers at national level conferences.

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 in 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 for practice teaching. 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.

The Practce Teaching lessons after the lifting of the lockdown were successfully completed in a face-to-face manner.

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

6.2.2

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

Response:

The institution functions according to the rules and regulations 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 Institutions 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 the service rules of the Government of Maharashtra, the University of Mumbai and the Anjuman -i-Islam Education Trust. Recruitments are need based.

College Development Committee : In accordance with clause 97 of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017), AIAPCE has a College Development Committee (CDC). The two meetings of the CDC are held every term , and works to advance the academic quality, infrastructural development, the creation of an institutional development plan, instructional activities, the academic calendar, extracurricular activities, new courses, training programs, and the preparation of the annual report.

 Internal Quality Assurance Cell, AIAPCE, has prioritized quality in all of its functioning and transactions since its founding keeping the goals of the institution in focus. The IQAC works to improve the quality of every part of the organization and develops, organizes, and advocates for actions that will increase the institution's performance.

Recruitment: In accordance with UGC's guidelines, the institution posts job opening notices in local and national newspapers. A panel of experts interviews the applicants, and those who qualify are hired. A candidate with the appropriate professional and personal skills, NET/SLET certification, fluency in English, and technological know-how are preferred.The pay scale and terms of service are also in accordance with the Anjuman-i-Islam Trust's regulations.

Administration: All data of students, academic progress, details of teaching as well as nonteaching staff, accounts, are updated every year on the MIS – Management Information System under the Department. of Higher Technical Education, Government of Maharashtra. All required details of the institution, staff and students are uploaded to the All India Survey of Higher Education site under the HRD Ministry,

New Delhi. Details of students enrolledl are posted on the University of Mumbai website, and Safalta.org. Information about the institution is uploaded on the NCTE website. Enrollment and Eligibility forms are   filled   by the students on the website of University of Mumbai and the admission process is conducted through the Director Higher Education, Pune .

B.Ed Admissions : The admission process is entirely online. The Common Entrance Test exams, hall ticket generation for CET, declaration of CET results, round wise lists etc. are online.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

Link to Organogram of the Institution website	[View Document](#)	
Link for additional information	[View Document](#)	

6.2.3

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)

Link for additional information	[View Document](#)	

6.2.4

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

Response:

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) and Staff meeting held on 14.06.2021 to 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 demonstrated various methods 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.

Inservice Teachers'Training Programme : The ITTP is a part of our annual academic plan. However, the themes and sub-themes, as also the duration and dates are discussed in the meetings with all stakeholders and conducted accordingly.

Seminars/Workshop : The seminars and workshops are a part of our academic plan. However, the themes and sub-themes, as also the duration and dates are discussed in the meetings with all stakeholders and conducted accordingly.

15 Days Residential Training Programme for Madrassa Teachers, Maulana azad Education Foundation, under the aegis of the Ministry of Minority Affairs ,Government of India In the IQAC meeting held on 26.04.2019 , it was decided to accept the request to conduct the residential teachers'training programme. Thereafter, the training programme was conducted between

Celebrations : The celebrations of days of importance are a part of our academic plan. However, the themes and sub-themes, as also the duration and dates are discussed in the meetings with all stakeholders and conducted accordingly.

Outreach and Extension Activities :The outreach and extension activities are a part of our academic plan. However, the Department of Lifelong Learning and Education Projects, as also the duration and dates are discussed in the meetings with all stakeholders and conducted accordingly.

District Level Sports : In the IQAC meeting held on 12.07.2017,it was decided to accept the request to conduct the District Level Sports Competition on our grounds.. Thereafter, The competitions were organised on the 3rd and 4th February, 2017.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution makes an endeavour to ensure the wellbeing, satisfaction and motivation of the staff in the following manner:

Yoga and meditation courses are conducted regularly. Picnics, educational movies and excursions are organised for the staff by the college management.Faculty can avail loans from the Anjuman Credit Society with very low rates of interest and repay the loan in easy instalments.Salary in advance can be availed of by the staff when needed.

The faculty and administrative staff are encouraged to attend relevant workshops and seminars for professional growth. All the faculty members are given opportunities to present papers at seminars/conferences. They are allowed to make use of the facilities and technology available in the college . Adjustments are made in the time table so as to facilitate completion of the desired task. Registration fees for attendees are paid by the college. On duty leave is provided to faculty members.to attend seminars/workshops.

Appreciation letters and mementoes are given to the faculty in recognition of their significant contribution towards the college.

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

6.3.2

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

Response: 58.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	2	1	6

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

6.3.3

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	4	2	2

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

6.3.4

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

Response: 33.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2	6

21-10-2023 08:20:47

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

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

Response:

The performance appraisal is done annually for both teaching and non-teaching staff. It is done with the help of feedback from the students and self-appraisal after each academic year. These are assessing with help of feedback forms that concerns following aspects; communication skills, interest generated by the teacher, ability to integrate course material with environment and other issues, ability to integrate the content across the courses, accessibility of the teacher in and out of the class, ability to design quizzes, projects, assignments, provision of sufficient timely feedback, Mastery over the subject and sincerity

The non-teaching staff appraisal is done with a self -assessment form that assesses them which is remarked by the reporting officer and Principal of the college. The appraisal form focuses on the achievements and creates self-accountability in teaching and non-teaching staff.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The financial auditing of the institution is carried out annually by the firm Merchant and Babaria.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 payment bills are submitted to the accounts department of the institution. The accounts department prepares the balance sheet.The balance sheet is presented to the external auditor for scrutiny and approval. This is uploaded on the website and submitted for various documentation purposes at the University level, AISHE,Shikshan Shulk Samiti , Government of Maharashtra, 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 aids in timely fulfillment of all financial commitments..

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

6.4.2

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

Response: 5.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.653	9.25	2	2.375	6.335

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

6.4.3

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

Response:

The institute maintains and follows a wellplanned process for the mobilization of funds and resource. The students' tuition fees is the major source of income for the institute. The management provides need-based loans to the college. Sponsorships are sought from individuals and corporate for cultural events and fests. The Principal submits quotations received from vendors for any purchase exceeding Rs.5000/- to the accounts department for approval. Once approved of, the orders are placed with the vendors for purchase. Everyday requirements like stationery, computers and accessories are bought via the centralised system in place at the Head Office. The Chief Finance Officer scrutinises the requirements and ensures that the expenditure lies within the allotted budget.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The institution's Internal Quality Assurance Cell (IQAC) develops policies based on the college's vision, mission, and goals in order to enable quality improvement and maintenance in all areas of institutional functioning. On June 06, 2016, the institution's IQAC cell was founded. Since then, it has continually worked to uphold quality standards in all of the institution's operations. AIAPCE has undertaken a number of efforts to foster the growth of both students and faculty in order to fulfil the institution's mission of developing responsible teachers with the aid of qualified and devoted faculty. The IQAC achieves its goal of improving the institutional functioning's quality in the following ways:

1. Value-Based Transactions: AIAPCE works to promote values that will serve as the cornerstone of student teachers' educational journeys through value and theme-based assemblies, the commemoration of holidays and special days, community outreach initiatives, environmental initiatives and Nai Talim activities.

2. ICT Enhancement: Through ICT-based activities, e-newsletters, technology-integrated course activities, utilization of e-resources, online tools, etc., AIAPCE offers student instructors a variety of possibilities to strengthen their technological skills.

3. Community Outreach: AIAPCE conducts a variety of community outreach events, including as awareness campaigns, rallies, and charity fundraising drives, to help student teachers become more conscious of the needs of those who are less fortunate in society.

4. Collaborations: AIAPCE offers possibilities for its student teachers to broaden their intellectual horizons and to develop their skills and abilities through collaboration with other institutions.

5. AIAPCE believes that sustainable living is essential to saving and preserving the planet, so by incorporating activities based on the Sustainable Development Goals into both curricular and extracurricular activities, such as cleanliness campaigns, wellness, and educational activities, the institution aims to make student teachers aware of the importance of sustainable living.

6. Life Skills: AIAPCE focuses on equipping our students with the life skills they need to examine options, consider pros and cons, come to logical conclusions, communicate clearly, and be assertive. IQAC conducts various workshops on life skills.

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

6.5.2

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

Response:

Within the directives of the curriculum designated by the University of Mumbai, we conduct class tests, projects and assisgnments during each semester.The results and performance are analysed and shared with the students in order to improve or better performances. This is done by conducting discussions and tutorials with individual students.

The IQAC had organized a meeting with the heads of practice teaching schools on How to Conduct Practice Teaching via online mode. Training was provided to the students and faculty to facilitate teaching and submission of tasks, assignments on Google classroom. Assessment of work was done through online mode. Feedback, reflection, reports and grading were provided simultaneously.

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 presentations thus making the learning process active, 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 sessions conducted by the teachers.

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

6.5.3

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

Response: 11.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	11	13	5

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative

domains of its functioning through quality assurance initiatives

Response:

- We have steadily worked on improving the student performance at the annual University examination. Our 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 an 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 his/her performance on the basis of this analysis. The teachers who guide the lessons ensure that the weaknesses are minimized in future practice teaching lessons.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

AIAPCE embraces sustainable development in all of its endeavours. By fostering the habit of environmentally responsible praxis and the desire to protect our environment, AIAPCE seeks to bring about a cultural change toward ecologically sustainable behaviours.

Aims :

1. Make the college campus and activities as ecologically friendly as possible.

2. Be environmentally conscious and safe while maintaining the spirit and experience of student and academic life.

3. Organize green events and encourage students to adopt a more environmentally conscious and sustainable mindset.

Objectives :

1. To make plans to lessen the amount of waste produced.

2. To organize the segregation procedure to get the waste to the recyclers.

3. To increase the energy efficiency of the college

4. Through visual displays and curricula creates awareness campaigns and advance eco-friendly behaviours.

The institution has clear policy and guidelines for energy conservation and use:

Consumption of Electricity as per requirement and availability of physical presence of students and faculty 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.

Less paper work transaction. Issues on environmental awareness were included while dealing with environmental education as a special field. The students conducted an awareness program on the theme of Environmental literacy.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

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

Response:

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 ecofreindy sunboard dispalyed at the entrance of college. Awaerness lecture are conducted time to time by experts and rallies & other awaerness programmes are also organised by AIAPCE.

AIAPCE strongly believes in reduce, reuse, recycle waste products. It is mandatory for students, teachers, non-teaching staff, guests to adhere to the policy.

- Two dustbins in the college are marked with wet and dry waste on each floor to segregate the waste.

- The manure is generated by the decomposed waste dumped in the pit.

- BrihanMumbai Municipal Corporation collects the dry waste of the college.

- Students are sensitized about waste management and water management through sessions by the faculty and experts.

- Waste management sessions are conducted for the students. The students then conduct those sessions in their practice schools.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: E. None of the above

7.1.5

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

Response:

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. At the community at Ram Tanu Nagar Turbhe Navi Mumbai the institution has conducted the clean up drive.

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.

Students are given various opportunities to create awareness on various issues like Pollution and environmental awareness by celebrating days on Ocean Day and World Environment Day. Also students conduct street plays, make posters and slogans around the community , streets and railway stations.

Institution takes special care to dispose of the e waste management and promotes sustainable habits of recycling and reuse in students. Students are given opportunities in the form of competitions; best out waste and cloth bag making competition and maintain a plastic free environment.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

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

Response:

College yearly organises Cleanliness Drive in Ram Tanu Nagar Turbhe on the occasion of Gandhi

Jayanti and beach cleanliness drive as a part of swachta abhiyan also conducted every year.

During 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 organized 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. A pandemic vaccination drive is organized by college to sensitize people about the need for vaccination.

To sensitize the student, teachers and the community and to reach out to the less privileged in society the institution has conducted various activities focused on several community and social issues.

The institution zealously celebrates days pertaining to environment, locational knowledge and community practices. We celebrate Marathi Divas and Environment Day which are planned and executed by the students. We celebrate different local foods through a community lunch organized and managed by the students. We organize our e waste and create awareness among the students regarding it, we plant trees in our college and local community. We conduct various competitions like poster , debate, slogan , essay writing competition on various sensitive issues. We conduct beyond the curriculum lecture series on gender equality, human traficking, human trafficking and physical wellness.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

1. Inservice teachers training programme: The XIIIth Refresher Programme for Inservice Teachers of schools run by the Anjuman-I Islam Trust was held between January 07, 2019 to January 11, 2019. The theme for the programme was "Time to Focus Learner's Learning" and the focus was objectives: 1. To orient new techniques of learning. 2. To develop an understanding of concept of learning. 3. To practice learner center methods in classroom. 4. To motivate teachers in catering learner's need. 5. To promote better interaction between teacher and learner. SUB THEMES: 1. Implementing experimental learning in classroom. 2. Create your own world. 3. Building Bridges. 4. Use of social media in transformation of classroom communication. 5. Engaging students in classroom teaching. 6. ICT tools for teachers. 7. Remedial Teaching. 8. Classroom Dynamics. 9. Panel Discussion on learning issues. Total 21 participants attended the programme. Each participant presented assignments after the sessions which were evaluated. Participants were also awarded grades and certificates on completion of the programme. Feedback from participants was also sought.

2. Wellness : We have compiled a list of varied wellness activities that students can easily incorporate into their daily routine such as yoga, mindful breathing, nature walk , exercise , meditation (to improve concentration), gratitude practice, healthy eating habits. Objectives: To give physical strength, mental relaxation and social importance all over the place. To reduce behavioral issues and absenteeism. Reason for beginning wellness programme: 1. As students its easy caught up in academic responsibilities and forget take care of their physical and mental well being. 2. Engaging in wellness activities is crucial for maintaining good health and overall well being.3. We have compiled a list of varied wellness activities that students can easily incorporate

into their daily routine: a. Mindful breathing : Mindful breathing involves paying attention to your breath and taking slow deep breath. This can help ease feeling of stress and anxiety and improve sense of well being. b. Yoga: Yoga is a type workout that combines different things such as stretching breathing and meditation. It can help increase your strength flexibility and balance and also reduce stress and anxiety. c. Nature Walks: Nature walk can help students disconnected from technology and stresses of daily life and connect with nature world. During a nature walk, students can observe the sights sound and scents round them and feel a sense of peace. d. Exercise : Exercise is an important part of a healthy lifestyle and has been shown to have numerous benefits for both physical and mental health. e. Gratitude Practice : Practicing gratitude involves focusing on positive aspects of life and expressing thanks for the good things in life. Students orientated to practice gratitude by keeping gratitude journal and incorporating gratitude into their daily routine. Healthy Eating Habits: Students are trained to adopt healthy eating habits base your meals on higher fibred starchy carbohydrates. Eat lots of fruits and vegetables. Avoid junk food etc. Outcome : Wellness activities focused on behavior change will raise an students health awareness, motivate them, provide the tools and skills they need to succeed and support them with an environment that makes it easier to maintain healthy behavior for life.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

- The 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.

Date	Topic	Resource Person
31st October, 2020	Adding Value to One's Professional Journey	Mr. Gyan Barah Head, Financial Crime Prevention Group, ICICI Bank Limited
9th November, 2020	Improving Decision Making skills	Dr. Asma Shaikh, Principal, AIAPCE
30th November, 2020	Integrating ICT for Effective Teaching with LMS	Dr. Savita Sable, Principal, Manjira Charitable Trust's College of Education
11th January, 2021	Teaching is Empowering for both the Learner and the Teacher	Mrs. Shubhra Mukherjee, Educator and Author
18th February, 2021	Understanding Coping Mechanisms	Dr. Supriya Deka, AIAPCE
15th March, 2021	Journey to the Inner Self	Dr. Geeta Thakur, Pillai's College of Education and Research
27th March, 2021	The Role of Educators in Protecting the Right to Freedom of Expression	Dr. Sofia Anjuman Ali, Topics Editor, The Washington Post
1st September, 2021	Social Responsibilities of Teachers	Mr. Iqbal Kaware, Member, College Committee
27th September,2021	Improving Decision Making Skills	Dr. Asma Shaikh, Principal, AIAPCE
10th January, 2022	Innovations in Information and Communication Technology and their Challenges in the Future Education System	Prof. Imran Shaikh, Marathwada College of Education
27th January, 2022	Developing Multicultural and Pluralist School	Ms. Sayyada Mohtasham Imran, Chiraya Kaushalya Devi Adhyapak Vidyalaya
22nd April, 2022	Creating Supportive Environments for Learners with Autism	Mrs. Anjali Bapat, Special Educator and Art Based Therapist
22nd September, 2022	Assertiveness Techniques	Dr. Nasreen Shaikh, Principal,

		All India Khilafat College of Education
17th October, 2022	Art of Teaching	Ms. Manisha Tyagi, Associate Professor, BTTC
15th February, 2023	Use of GIS	Ms. Qurratul ain Maryam, Research Scholar, IIM Banglaore

- 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	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

We had applied for and have been selected to conduct the Diploma in School Management Course (distance mode) by the Yeshwantrao Chavan Maharashtra Open University (YCMOU) and will begin the programme in the coming academic year.

We hope to conduct additional programmes in education, like M.A. Education and B.A. Education in the distance mode too.

We are in the process of addressing the shortage in staff and hope to employ qualified teachers in the near future.

The students are taken on educational excursions to different parts of India. These tours are conducted at minimal cost.

We modify and update lesson plans as and when required in keeping with the requirements of the curriculum.

The Anjuman-i-Islam Trust has entered into a collaboration with the Massachusetts Institute of Technology, Boston, USA, and is focusing on strengthening STEAM subjects. Dr. Asma Shaikh, Principal, AIAPCE, was a member of the delegation which visited MIT. After her return, she has been actively engaged in propagating the importance of STEAM. AIAPCE plans to introduce the techniques and strategies of STEAM in the B.Ed. curriculum.

Concluding Remarks :

As we look back on the years, we have a clear idea of our strengths, weaknesses challenges and opportunities.

Established to cater to the needs of the minority community, we have grown to encompass students across communities and socio-economic backgrounds. We have had the privilege of equipping scores of young women and men with professional skills which not only accord them a positive self-image but also financial independence. We have given back to society 2260 qualified nation builders who will take our country forward. Our students achieved meritorious positions in the University of Mumbai examinations consistently. Many hold responsible positions in schools and colleges and generously mentor the current students.

Having successfully conducted the B.Ed. Programme of the University of Mumbai for 33 years, we are in a phase of transition for two major reasons, namely, most of our senior teachers have retired or will be retiring in the coming year and we will have to relook the transaction of the curriculum in accordance with the NEP 2020. The challenges will be aplenty as we are hoping to move forward true to our vision and mission. We will be working towards mitigating our weaknesses. Our focus will be on improving the infrastructure, the IT Resources and the Library. We also hope to become practitioners of research and contribute to the body of knowledge in education. We will continue to improve our strengths by ensuring that our students are nurtured to participate efficiently in the ever evolving world. We would also like to focus on our outreach programme in a more structured manner so that a greater number of people are benefited.

AIAPCE has always believed in the inspiring quote by James Russel Lowell "as one lamp lights another, nor grows less, so nobleness enkindleth nobleness" and we will continue to live by it.