



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MANJARA CHARITABLE TRUST'S COLLEGE OF EDUCATION RESEARCH

SDV CAMPUS, SECTOR-4, AIROLI, NAVI MUMBAI

400708

mctbedcollege.org

SSR SUBMITTED DATE: 23-05-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Manjara Charitable Trust is renowned trust in Maharashtra, a social welfare organization whose goal is economic, social, political and cultural upliftment of masses in Maharashtra by providing quality education. Shri Vilasraoji Deshmukh a distinguished administrator in India and educational visionary founded the Manjara Charitable Trust in 1988.

The Manjara Charitable Trust has sponsored many educational institutions in the range of Marathwada at the beginning and now it is spreading up all over the state of Maharashtra. The number of educational institutions from K.G to Graduates / Post Graduates degrees have been started to impart education in the faculties of Arts, Science and Commerce Education, Engineering etc...

MCT's College of Education & Research is the progenitors of the **MCT's** idea, which, for nearly three decades has embodied the services relationship to the needs and interests of the people.

The College is governed by the voice of the many, a shared responsibility of faculty, Academic staff and students. Relatively from modest beginning and with Judicious application of limited resources. Within a decades time **MCT's** College of Education & Research has grown into an establishment that is now considered as one of the eminent Teacher Education Institution . **MCT's** College of Education & Research acknowledges its role as a place of intersection for myriad local, regional, National and International communities, each with the dynamic and widely varied perceptions, interests, demands and contribution. It stands in the midst of an ever-expanding revolution in communication, which influences fundamentally the technology and practices in Education

MCT's College of Education and Research is unique in many respects.

- It has faced the emerging challenges wisely. Identified its own strengths as well as emerging challenges
- Taking advantage of the opportunities, the college has adapted to its specific strengths and surpassed challenges
- Identified ways to reduce the vulnerability to external challenges by means of using its strengths for smooth survival.
- Set up plan to be susceptible to external Challenges.

Vision

To be a pre-eminent Teacher Education Institution that prepares students from diverse backgrounds for quality teachers by providing them with a student centred, practically focused quality learning experiences.

- Distinctive Institution that provides high quality Teacher-Education.
- Promote life-long learning
- Faculty at the frontiers in Teacher Education and Teaching Excellence
- Close and productive ties with other Educational Institutions, especially with Secondary Schools
- A work environment, where all persons can thrive and realize their full ambitions and potential.

Mission

- To achieve excellence in Teacher Education.
- To strengthen the skills and talents and promote professional excellence in Teacher Education and related aspects.
- To provide unique curricular and co-curricular activities and opportunities for students
- To build close and productive ties with other Educational Institutions, especially with Secondary Schools.

- To provide opportunities for students to participate in research and extension activities to contribute and lead the diverse societies

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strategies:

1. Strengths-opportunities strategies .. (Maxi-Maxi)

Placement Cell being active has linked with various Local and International Boards and ensures maximum job opportunities for trainees after the completion of the B.Ed Course.

2. Weaknesses-opportunities strategies.. (Maxi-Mini)

Developing linkages with various schools and collaboration with institutions within and off campus campus enables to cope up with the insufficient infrastructural facilities.

3. Strengths-challenges strategies...(Maxi-Maxi)

Meritorious results, mentoring and interactive curriculum transaction results in minimizing the declining admissions

4. Weaknesses-challenges strategies... (Maxi..Maxi)

Government approves NET/SET qualified candidates , due to difficulty in getting competent candidates the management has constituted Local Managing Committee to appoint experienced staff with focused teaching skills.

Institutional Weakness

Weaknesses:

1. Deficient Infrastructural facilities
2. Financial resources are inadequate
3. There is no separate research cell in the college
4. Professional Development of teachers from research perspectives is insufficient
5. Alumni Association is not very active
6. Inadequate Library facilities
7. 50% of staff is not approved.
8. Limited Learning resources.

Institutional Opportunity

Opportunities:

1. Increase in number of English medium schools.
2. Increase in other Boards viz. IB, CBSE, ICSE and IGSE in the vicinity
3. Close and productive ties with other Educational Institutions, especially with Secondary Schools.

Institutional Challenge

Challenges

1. Decline in admissions.
2. Decline in inflow of funds (budget crisis)
3. Stringent Government policies
4. Increase in number of Teacher Training Institutions in the vicinity .
5. Time constraints; reasons are delayed admission procedures and also the university policies
6. Male crowd ignoring the B. Ed course.
7. Increasing under-employment
8. Appointment of untrained teachers in rising ICSE, CIE, IB Boards

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CURRICULAR ASPECTS:

The objectives of the College are to ensure that the teaching and the training given to the students is academically sound, skill oriented and focused on the development of values. To this end, the College has appointed qualified and competent Staff and conducts an effective program with emphasis on practical training and the development of skills and inculcation of values through special best practices of Assemblies and celebrations of Cultural and National festivals which develop national and social values of national integration, cultural appreciation, focus on ecology and environment, peace and harmony and recognition of individual and group abilities.

The Staff is assigned the teaching of various courses as per their competence and ability. Each Staff member is assigned a particular department and is responsible for its organization and implementation.

Feedback is obtained from Staff and students throughout the academic and practical process, so that on-going mid-course corrections can be implemented. The Students' Council and the House Meetings are the mechanisms which see to this role.

Staff are encouraged to attend orientation and refresher courses, seminars and workshops, prepare papers for conferences and publication; students participate in inter-collegiate and university for a to participate and learn from interaction with colleagues and senior faculty.

All the courses partly or completely stress on practical work that ensures that thrust on national issues like the environment, value education, gender equality, concern for the socially disadvantaged are important parameters in the academic and practical aspects of the curriculum.

ICT resources are utilized for curricular planning as far as the planning of the time-table, the requirements of the teaching learning process with multimedia, and the evaluation process in the preparation of marksheets and results are concerned.

Major changes made in the syllabus by the University have been incorporated in the teaching and conduct of the course contents. The examination system in its marking scheme, the introduction of new content topics in the various sections and practical work in each paper have been the chief highlights of the curriculum revision.

Staff is actively involved in the committees appointed by University syllabus revision

Teaching-learning and Evaluation

Active learning is encouraged by introduction of 'Library period' House Guidance(Menter Menter Interaction to complete Project based Courses and other learning activities

Cooperative learning and collaborative working is encouraged in the execution of practical work like Seminar presentation, Critical writing, report writing activities, both curricular and competitive. Students develop their group presentations and Learning resources.

Students have a period of nineteen weeks in the practicing schools wherein they prepare and conduct teaching lessons in their method subjects in a secondary school or junior college. The students observe school activities , observe lessons given by Peers, shadow School Teachers . A minimum of 30 (10/15 per method) lessons have to be taken which are supervised by the mentors and are graded accordingly. Besides this, few Theme based lessons, Nai Talim Lessons and also Co Teach with Teachers . Feedback is provided immediately in both oral

and written as well.

MCT's College of Education and Research provides all the faculties, freedom and facilities to develop learner-centred, contextual, and innovative teaching methodologies using ICT that can maximise the learning outcome. Seminar Presentation, Scenario based sessions, power point presentations, creative assignments, group discussions, group assignments using different virtual platforms like Moodle and Google classroom and different online evaluation tools like Quizizz, Kahoot, Testmoz, etc. are some of methodologies used to enhance their learning.

Experiential Learning:

Learning by doing is considered one of the best means of arousing intellectual process

Among the learners. We had oriented about Constructivism, Cooperative, Blended, Inductive -deductive and Inquiry Teaching Model lesson plans with demonstration. And motivated the students to take hands-on-experience on all the different methods during their internship.

- Ability Course 1 (Critical Understanding of ICT) included in the first semester of F.Y.B. Ed was developed under the guidance of our principal Dr Savita Sable.
- Nai Talim Experiential Learning online lesson plan was developed by Staff
- Designing of various Learning activities by all faculties under guidance of Principal.
- Staff were part of Syllabus Framing Committees for different subjects of 4 –year Integrated B.Ed.

MCT's College of Education and Research focuses on quality education right from admission process.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

The Institution has all the required facilities as per the NCTE norms. The Institution plans on developing additional infrastructure for its post-graduate section and research cell in the future

The Institution has all the required facilities for co-curricular activities and extra-curricular activities. It has a full size playground equipped with necessary equipment for outdoor sports and athletics. The facilities for indoor sports is also available. The Physical infrastructure is shared by the other institutions that are based on the campus.

Sufficient number of rest rooms, wash rooms for either sex, a good canteen facility and health facilities on call are available.

As this is a city based institution, there are no hostel facilities available on campus. However, there is a provision for arranging such facilities in other venues, if required.

The annual budget allocation and utilization for the last five years is as follows:

For building

For laboratories

For furniture

For computers

For transport vehicle

Optimum utilization of the infrastructure is ensured by the different departments headed by delegated faculty. This ensures that all students have the use of the infrastructure as and when required. All environmental concerns have been addressed in the purchase, maintenance and use of the infrastructure facilities.

The Instructional infrastructure is utilized both for in-house training purposes and is also used by our teacher trainees when they require its use in the practicing schools and colleges for their programs as well as in the community during the extension programs.

Learning Resources

Library as a Learning Resource

The Institution has a Librarian and sufficient technical staff to support the optimum utilization of the Library resources as far as the books, journals and magazines are concerned, along with the computer and other audio visual resources required by the Staff and students. Adequate resources in both print and electronic media are available for the use of the Staff and students. There is internet access available on request. The Library Committee consisting of the Head of the Institution and several Staff and student members oversees the acquisition, access and use of the resources available.

Student Support and Progression

STUDENT SUPPORT AND PROGRESSION

STUDENT PROGRESSION:

At the outset, it is important for the institution to assess the quality of the new batch that is coming in for training. It is essential that pre-entry behavior and assessment at various levels of existing competencies at the knowledge, skill and values level be ascertained. The Aspirants are properly guided for Admission process , filling up of online Registration Form and subsequent stages of Admission. The institution conducts free Pre CET Workshop , followed by regular sessions to prepare them for CET Exam. The Counseling process begins when the candidate approaches the Institution for admission. At this stage, the candidate is counseled as to the nature of the program he / she is opting for, the time and effort factors that would be required and the level of achievement that would be expected at the end of the program. This assists the candidate to have a clear vision of why he / she is here in the first place, of what is required and what are the evaluation criteria and standards that must be met at the completion of the program.

Tests for content knowledge, application skills with regard to study, thinking, planning, execution and working together as a team give a composite picture of the potentiality of the candidate, and a feedback to the candidate of what is expected throughout the program.

This also ensures that the candidate is aware of the support system offered by the Institution in terms of facilities, both academic and co-curricular, which is essential for quality performance.

The academic time-table ensures a proper mix of academic, both theoretical and practical aspects, and co-curricular and extra-curricular activities aimed at preparing the candidate for adjusting to the demands of the profession in the field. Lectures, assignments, practical work, experiments, tests, seminars, workshops, field work, and creative inputs in organizing and participating in house system activities, etc. ensure that the candidate is well prepared for the multifarious activities that comprise education at the secondary school level.

Governance, Leadership and Management

Governance , Leadership and Management

Manjara Charitable Trust's College of Education and Research established in 2005 under the leadership of the visionary and philanthropist, the Honourable Shri Vilasrao Deshmukh, Union Minister of Science and Technology and Earth Sciences, Government of India

MCT's College of Education and Research, Airoli, Navi Mumbai is the progenitors of Manjara Charitable Trust's Idea, which has embodied the service relationship to the needs and interests of the people.

The institution communicates through its their vision and goals. The governing body has constituted Management Board. At institution level composition of various Academic and Statutory Committees are done for planning and implementing policies and procedures .The Management and the Head of the Institution define the responsibilities of each Faculty member in both the letter of appointment as well as in the job description report prepared for each faculty member. These duties and responsibilities are communicated at the outset and progressively underlined through circulars and staff meetings.

Feedback loops are maintained both through official staff meetings as well as informal channels and end of year feedback and place their suggestions before the Management for consideration and action.

Term end evaluations function as the principal means of identifying and addressing the barriers to the achievement of the goals and objectives of the Institution.

Staff are assigned a department each and are responsible to see to it that all activities related to that area are planned, organized and conducted in a methodical and systematic manner, with proper evaluation and record keeping.

The Head of the Institution sets out the goals and objectives of the various programs, seeks the assistance of the faculty in the planning and organization of the events, and delegates to the faculty various parameters and coordinates and supervises the outcome.

Vision of the MCT's College of Education and Research

- To be a pre-eminent Teacher Education Institution that prepares students from diverse backgrounds for quality teachers by providing them with a student centred, practically focused quality learning experience.

Mission of the MCT's College of Education and Research

- To achieve excellence in Teacher Education.

Institutional Values and Best Practices

Institutional Development Plans (IDP):

Goals of MCT College :

- To provide excellent teaching learning environment.
- To expose the Teacher Educators to the higher techniques of Teaching.
- To practice learner-centred and innovative teaching methodologies.
- To develop research attitude amongst student teachers.
- To provide quality school-based learning experiences in the reputed secondary schools.
- To carry out continuous quality monitoring, communication, assessment and improvement in order to increase efficiency and ensure accountability.
- To develop empathy for the disadvantaged in the community.
- To develop effective communication skills for development of holistic personality.
- To nurture the quality talent and ensure their employability.

MCT's College of Education & Research differentiates itself through:

- The Immersive learning process involving Micro skills and Simulated Lesson Plans, community work. Engagement that enriches learning and confers holistic development.
- An Inhouse Developed Moodle that ensures the progression of competencies in a virtual mode.
- Cultivating the requisite mindset in student and staff to enable transformation of

self and others through customized programs and webinars based on Kurt Lewin's change model and 21st century skills for Sustainable development goals.

MCT's College of Education & Research proposes to further differentiate itself through:

- Development of self through different paper presentation related to contemporary topics and also involved in minor research funded by UGC jointly by faculty and staff.
- Employing 'Mind Stilling' through meditation to prepare students on the path of self-realization.

- Hybrid learning that provides synergy to the teaching-learning process and enhances its effectiveness.
- Offering Add-on Courses to enhance teaching competencies.

Long Term Plans

- **Distinctive Institution that provides high quality Teacher-Education:**
 - Maintaining strong Academic Environment and providing rigorous Training with ample of learning opportunities,
 - Encouraging and Providing support system to trainee teachers for various curricular, co-curricular and extra-curricular activities.
 - Institution has developed effective feedback mechanism for faculty and other stakeholders to seek information and also compliance striving hard for performance improvement.
 - **Faculty at the frontiers in Teacher Education and Teaching Excellence:**
 - Adopting Personalized Approach to trainee teachers' performance. Providing them ample opportunities of varied learning experiences.
 - Meritorious results, mentoring and interactive curriculum transaction results in sustenance of quality.

Research and Outreach Activities

Research and Outreach Activities

The Institution encourages Action Research. Each student is guided in the process of an Action Research Project that is required under the provisions of the Practicum aspect for the course. A number of such action projects are then prepared for publication.

Faculty prepare Tutorials, Presentations to accompany their teaching lecture , which are utilized in the teaching-learning process. Students are also trained and encouraged to prepare powerpoint presentations during the conduct of Seminars and Workshops throughout the year.

The Institution has the various facilities required to prepare and present instructional materials like computers with required hardware and software. The Institution has prepared quite a lot of instructional material in the form of CAI which are utilized for reference and for the use in practice Teaching.

Staff conduct sessions on the preparation of instructional material for the students before they embark on their teaching process in the schools. They are instructed in the importance, utility and preparation of material like posters, audio and visual aids like recordings, slides, etc., preparation of Tutorials , content recording and projecting through LCD projector, besides other instructional material like role plays, skits, dramas, etc. Staff are also provided in-house training by resource persons.

Faculty members participate and publish papers in International seminar and National Seminar

Since the Institution is basically a teacher training facility, consultancy is not a factor at the moment. Still, it is the intention to promote consultancy services through the institution as and when possible.

Outreach Activities

The Institution has a number of activities focused on working with the community. This ensures interaction with and exposure to the real needs and situation of the social community within which we operate. Community service is an essential part of the curriculum and our Staff and students actively participate in conducting social surveys and undertake social service programs in several social service organizations like Mother Teresa's Home for the Destitute, Sanjeevani Paraplegic centre, Shantivan etc

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANJARA CHARITABLE TRUST'S COLLEGE OF EDUCATION RESEARCH
Address	SDV Campus, Sector-4, Airoli, Navi Mumbai
City	Airoli Navi Mumbai
State	Maharashtra
Pin	400708
Website	mctbedcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Savita S Sable	022-27794452		022-27794452	
IQAC / CIQA coordinator	Jyotermayee Mayak	022-27794957	9969105407	022-27794957	mctcoer@yahoo.co.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

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	28-05-2015	12	This College has consented to come under new Regulation NCTE has notified the New Regulation

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	SDV Campus, Sector-4, Airoli, Navi Mumbai	Urban	5507.15	4815

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	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	1				0				7			
Recruited	0	1	0	1	0	0	0	0	0	7	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	4	0	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	2	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	7	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	13	2	0	0	15
	Female	67	18	0	0	85
	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	1	1	0	0
	Female	2	3	2	1
	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	4	2	0	0
	Others	0	0	0	0
General	Male	8	5	7	14
	Female	35	60	75	71
	Others	0	0	0	0
Others	Male	0	0	1	1
	Female	3	4	2	0
	Others	0	0	0	0
Total		53	75	87	87

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary/Interdisciplinary The Trust has SDV College of Science, Commerce and Arts affiliated to University of Mumbai in the current location. As per NCTE revised Regulations four years Teacher Training programme requires collaboration between the Faculty, School of science / Arts and Education. The Trust took decision to collaborate the Teacher Education programme and SDV College of Sci. Com and Arts both affiliated to University of Mumbai and offer Integrated program.
2. Academic bank of credits (ABC):	Manjara Charitable Trust College of Education & Research (B.Ed) Sector-4, Airoli, Navi Mumbai - 400708 College Code : 757 S.Y.B.Ed.Student's List -

2022-23 Student's Registration for Academic Bank of Credits (ABC) LOT NO. 1 Sr. No. College Number Name of the Candidate PRN ABC ID Lot 01 Date 1
COLL757LOT01 BAGWE SIDDHESH VIJAYKUMAR (SAMPADA) 2016016400714417 222-297-281-712 LOT 01 03.01.2023 2
COLL757LOT01 BHARGAVA SONALI KEWAL KRISHAN (SUNITA) 2021016402402671 750-546-656-243 LOT 01 03.01.2023 3
COLL757LOT01 CHHATBAR AATHIRA HARDIK (INDIRA) 2021016402396641 593-125-126-279 LOT 01 03.01.2023 4
COLL757LOT01 DUSANGE SHEELA PRAKASH (USHA) 2021016402396583 834-624-450-965 LOT 01 03.01.2023 5
COLL757LOT01 GHODKE CHETANA BALU (SANGITA) 2021016402400471 181-205-467-713 LOT 01 03.01.2023 6
COLL757LOT01 GUPTA ANAMIKA RAMLAKHAN (ANEETA DEVI) 2011016400971007 LOT 01 03.01.2023 7
COLL757LOT01 GUPTA SURABHI SANJAY (HEMLATA) 2021016402400494 498-812-597-670 LOT 01 03.01.2023 8
COLL757LOT01 KADAM AMIT LALIT (LAKSHMI) 2011016401808092 LOT 01 03.01.2023 9
COLL757LOT01 KAMBLE PRITI RAMESH (KAUSHALYA) 2021016402396617 223-869-640-096 LOT 01 03.01.2023 10
COLL757LOT01 KAPADIA RACHITA VIPUL (SHILPA) 2017016400087003 LOT 01 03.01.2023 11
COLL757LOT01 KASHYAP SANJANA NITIN (ULKA) 2010016401935622 591-446-538-615 LOT 01 03.01.2023 12
COLL757LOT01 MAHADIK MONIKA SATISH (SANJEEVANI) 2016016402350246 LOT 01 03.01.2023 13
COLL757LOT01 MAITHILI NAYAK (BEENA) 2018016402504357 149-981-154-237 LOT 01 03.01.2023 14
COLL757LOT01 MAURYA ASMITA PATIRAJ (CHANCHAL) 2021016402402686 329-363-038-745 LOT 01 03.01.2023 15
COLL757LOT01 MHAPRODKAR OMKAR MAHESH (MINAKSHI) 2016016401858642 366-661-583-709 LOT 01 03.01.2023 16
COLL757LOT01 MISHRA HIMANGI SANJAY (VINDU) 2021016402396695 398-552-191-513 LOT 01 03.01.2023 17
COLL757LOT01 NAYAK SHRUTI SUDHIR (VINAYA) 2013016401701986 771-300-823-509 LOT 01 03.01.2023 18

COLL757LOT01 PAJAI SUPRIYA NANDKUMAR (KALPANA) 2021016402399867 LOT 01
03.01.2023 19 COLL757LOT01 PAL REENA KAMALESH (SHIV PATTI) 2021016402396656
468-277-445-402 LOT 01 03.01.2023 20
COLL757LOT01 PALVE ANURADHA SUDAM (PRATIBHA) 2021016402396664 965-145-968-980
LOT 01 03.01.2023 21 COLL757LOT01 PANDEY UJALA RAGHUNATH (CHANDRAVATI)
2018016400929696 822-487-622-769 LOT 01
03.01.2023 22 COLL757LOT01 PAREEK MINU VIJAY KUMAR (PUSHPA) 2021016402411395
LOT 01 03.01.2023 23 COLL757LOT01 PATIL NISHA ASHOK (JANAKI) 2021016402396672
LOT 01 03.01.2023 24 COLL757LOT01 PAWAR SEEMA SADASHIV (INDU) 2015016401618533
LOT 01 03.01.2023 25 COLL757LOT01 RANA JYOTI TULSI (SUJANTI) 2015016400870611
161-523-139-284 LOT 01 03.01.2023 26
COLL757LOT01 RAVARIYA URMILA JAIRAM (SAVITRIBEN) 2010016402616625
364-953-118-719 LOT 01 03.01.2023 27
COLL757LOT01 SALIAN SAMRUDDHI SHANKAR (SEVANTI) 2021016402417593
992-292-954-609 LOT 01 03.01.2023 28
COLL757LOT01 SANAP MINAL NARAYAN (SANGITA) 2016016401893166 707-246- 733-823
LOT 01 03.01.2023 29 COLL757LOT01 SAWANT AMRUTA SHRIKANT (LATA) 2021016402400486
860-395-201-268 LOT 01 03.01.2023 30
COLL757LOT01 SAWANT DIPTI DEEPAK (SMITA) 2021016402399852 748-066-827-354 LOT
01 03.01.2023 31 COLL757LOT01 SAYYED FARHIN YASEEN (NASEEM BANU)
2017016401791136 703-162-519-633 LOT 01
03.01.2023 32 COLL757LOT01 SHAH PINKY MULCHAND (VIJAYA) 2021016402396602
472-548-336-140 LOT 01 03.01.2023 33
COLL757LOT01 SHAIKH AYESHA ABDULQADIR (SAJEDA) 2018016400959486
424-576-357-600 LOT 01 03.01.2023 34
COLL757LOT01 SHAIKH SADAF NAIMUDDIN (JAHANARA) 2016016401749897 175-950-190-493
LOT 01 03.01.2023 35 COLL757LOT01 SHAIKH SANIYA NADEEM (SHAZIYA)
2018016400790664 542-309-557-377 LOT 01
03.01.2023 36 COLL757LOT01 SHARMA MOHITKUMAR RAMJILAL (NIRMALA)

	<p>2018016402701647 LOT 01 03.01.2023 37 COLL757LOT01 SHEIKH ZULEKHA FAROOQ (HAMIDA) 2021016402396633 418-860-709-433 LOT 01 03.01.2023 38 COLL757LOT01 SHETTY SHREEBHA SURESH (RATHNAVATHI) 2021016402396625 553-096-376-245 LOT 01 03.01.2023 39 COLL757LOT01 SINGH ANSHU KUMARI MANISH KUMAR (SHOBHA DEVI) 2021016402396575 270-130-275-199 LOT 01 03.01.2023 40 COLL757LOT01 SINGH POOJA MAHENDRA (KAUSHALYA) 2021016402396567 548-243-416-203 LOT 01 03.01.2023 41 COLL757LOT01 SUTAR SMARNIKA VIJAY (NAMITA) 2014016401384902 LOT 01 03.01.2023 42 COLL757LOT01 TIWARI AARTI KAMALKANT (SUNANDA) 2021016402396687 449821284130 LOT 01 03.01.2023 43 COLL757LOT01 TIWARI NEHA SUBEDAR (BABITA) 2018016400432163 518784202560 LOT 01 03.01.2023 44 COLL757LOT01 TRIPATHI SNEHAL KISHORE (KOMAL) 2021016402400463 LOT 01 03.01.2023 45 COLL757LOT01 VARDHAMANE BHARAT ADINATH (VISHALYA) 2011016400257545 LOT 01 03.01.2023 46 COLL757LOT01 VARMA RAHUL ANAND (SEEMA) 2021016402400455 LOT 01 03.01.2023 47 COLL757LOT01 WAGHMARE SHWETA SHASHIKANT (MANDAKINI) 2018016401521464 856-736-241-607 LOT 01 03.01.2023 48 COLL757LOT01 YADAV JAYA SUKKHU (ASHA) 2018016400469193 168-642-183-615 LOT 01 03.01.2023 49 COLL757LOT01 YADAV MANJU DURGA (LALITA) 2021016402402663 LOT 01 03.01.2023 50 COLL757LOT01 ZAMBARE LEKHITA DIGAMBAR (PUSHPALATA) 2021016402396591 113-285-144-281 LOT 01 03.01.2023</p>
3. Skill development:	<p>Skill development Initiatives have started since October 2021 w.r.t a) Integration of technology enabled pedagogy b) Understanding and development of Critical Thinking Skills amongst Teacher Educators and later amongst Trainee Teachers c) Skills for development of Conceptual Understanding : Developing Vertical and Horizontal Articulation Lesson plan</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	NIL

online course):	
5. Focus on Outcome based education (OBE):	Implementing various aspects to achieve the desired outcome of the course study , the following are the aspects : a) Teacher Educators as Mentors and Facilitators b) Content Enrichment programs c) Devising strategies to implicate Theory into practice
6. Distance education/online education:	Distance Education/ Online Education The UNESCO Education Agenda 2030 urges Teacher Education institutions to make provisions for the enactment of Critical Thinking in all Teacher Education programs with the intention to be aligned with the requirements of the 21st century skills in their Teaching Learning repertoires Keeping in view the Sustainable Development Goal for Quality Education , MCT's College of Education and Research Team has designed and developed UNESCO's OER for developing Critical Thinking . It is available in open Access and free. The course is titled "" Effective Critical thinking and support systems Modules" The course materials are provided in this self learning materials are useful for the theoretical understanding of the course , for deep learning experience , engaging Learning activities are designed and deployed on an online course platform.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No, However regarding Voters right developed through the live literacy Activity developed under assessable ELA
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	ELC will be Constituted w.e.f a year 2-23-24
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender,	NIL

<p>commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>* Arranged Rallies, Exempts Poster Competition on the Topic Voters Right * Women's Day as Role of women in Electrol process</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>NIL</p>

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	87	87	75	53
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	37	50	23	23
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	87	87	75	53
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..**

2021-22	2020-21	2019-20	2018-19	2017-18
100	87	87	75	53
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	8

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	8

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1755807	1043377	1032427	666362	613236

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

3.2

Number of Computers in the institution for academic purposes..

Response: 25

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:

1. Yes, the Institution regularly plans the modes of curriculum Transaction. B.Ed Curriculum comprises of Theoretical and Practical components. The Institution provides variety of Learning Experiences In campus and off campus with proper planning. Proper review and revision is done while transacting Curriculum from the perspectives of Local context and Situation .

2. The objectives of the College are to ensure that the teaching and the training given to the students is academically sound, skill oriented and focused on the development of values. To this end, the College has appointed qualified and competent Staff and conducts an effective program with emphasis on practical training and the development of skills and inculcation of values through special best practices of Assemblies and celebrations of Cultural and National festivals which develop national and social values of national integration, cultural appreciation, focus on ecology and environment, peace and harmony and recognition of individual and group abilities.

The Staff is assigned the teaching of various courses as per their competence and ability. Each Staff member is assigned a particular department and is responsible for its organization and implementation.

Feedback is obtained from Staff and students throughout the academic and practical process, so that on-going mid-course corrections can be implemented. The Students' Council and the House Meetings are the mechanisms which see to this role.

Staff are encouraged to attend orientation and refresher courses, seminars and workshops, prepare papers for conferences and publication; students participate in inter-collegiate and university for a to participate and learn from interaction with colleagues and senior faculty.

All the courses partly or completely stress on practical work that ensures that thrust on national issues like the environment, value education, gender equality, concern for the socially disadvantaged are important parameters in the academic and practical aspects of the curriculum

3. ICT resources are utilized for curricular planning as far as the planning of the time-table, the requirements of the teaching learning process with multimedia, and the evaluation process in the preparation of marksheets and results are concerned.

After completion of a particular unit, the students are encouraged to reflect on the practical applications of the subject. This is implemented when the teacher trainees go to the practicing schools for their lessons and during the period of internship, where they engage in the practical application of the theory they have learnt in the various sections in each paper. The students also maintain reflective dairy which is an assessable component.

Students are divided into groups (Houses) and are taken to various institutions, both of an academic nature (like the Homi Bhabha Centre for Science Education, Planetarium, Museum, etc.), and practical (like the Nature Park at Dharavi, Yusuf Meherali Centre at Panvel, International Library, Jehangir Art Gallery, Mani Bhavan, Bio diversity centre , bal bhavans etc.) which enable the students to receive practical exposure and varied learning experiences.

Lectures and programs have been arranged for the development of student skills in the areas of Language Learning (Institute of English Language Management), special computer classes to

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

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
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: 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
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

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

Response: 56.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	8	9	10	9

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

2021-22	2020-21	2019-20	2018-19	2017-18
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
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2 Average Number of Value-added courses offered during the last five years**Response:** 1.4**1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	1	1	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant 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:** 2.74**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	3	2	2

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

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

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

Response: D. Any 1 of the above

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	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:

Trainee Teachers are the Assets for the institution. The Trust has Primar and secondary Schools , senior secondary schools and institutions offering under graduate programs. The Trust is committed to quality Education. The Knowledge , skills, values and attitudes acquired during the course training by means of manifold learning opportunities / experiences benefits our organisation and even other organisation who recruits our trainee teachers after obtaining their degrees. This will contribute to betterment of society

The student body consists of representation from various social, economic and religious groups which enable us to stress and strengthen issues of communal harmony and social and religious integration. Students do their internship program in various schools spread over the academic and social groups, ranging from private elite international schools to aided and unaided private and municipal schools run by the Navi Mumbai Municipal corporation.

Major changes made in the syllabus by the University have been incorporated in the teaching and conduct of the course contents. The examination system in its marking scheme, the introduction of new content topics in the various sections and practical work in each paper have been the chief highlights of the curriculum revision.

Staff is actively involved in the committees appointed by University syllabus revision

Major changes made in the syllabus by the University have been incorporated in the teaching and conduct of the course contents. The examination system in its marking scheme, the introduction of new content topics in the various sections and practical work in each paper have been the chief highlights of the curriculum revision. Feedback had been sought from students and practicing schools in preparation for the revision process.

Teaching-Learning and Evaluation:

Active learning is encouraged by introduction of 'Library period' House Guidance(Menter Menter Interaction to complete Project based Courses and other learning activities

Cooperative learning and collaborative working is encouraged in the execution of practical work like Seminar presentation, Critical writing, report writing activities, both curricular and competitive. Students develop their group presentations and Learning resources

Various Teaching Learning strategies, approaches and techniques are emphasized . Models of learning like

CAM, ITM, Role play, Creative techniques, critical thinking , Games, digital resources help the students to actualize the theory they have learnt. These techniques are required to be implemented in practice teaching given by the students in the class.

Micro-teaching in seven skills covering the important stages of the teaching learning process is conducted with demonstrations and practice sessions with teach and re-teach segments. Students have to utilize these skills and are rated on their performance on the skills by the Mentors.

Students have a period of nineteen weeks in the practicing schools wherein they prepare and conduct teaching lessons in their method subjects in a secondary school or junior college. The students observe school activities , observe lessons given by Peers, shadow School Teachers . A minimum of 30 (10/15 per method) lessons have to be taken which are supervised by the mentors and are graded accordingly. Besides this, few Theme based lessons, Nai Talim Lessons and also Co Teach with Teachers . Feedback is provided immediately in both oral and written as well.

Students are first exposed to the methodology by observing model lessons and by studying the lesson plans prepared by the Mentor. They then participate in a lesson planning workshop conducted by the Staff and learn the process of preparing the lesson plan. This is done cooperatively by School and College Staff

Students are assigned to Block Teaching or Internship in Secondary schools or Junior colleges over a period of nineteen weeks. During this period, they take part in and learn of all the activities that comprise a Secondary School or Junior College. Assemblies, proxy periods, regular class teaching, conduct of unit and other tests, conduct of experiments, conduct of psychological testing, action research project, games and cocurricular activities, etc. all form part of the intensive training that the students receive.

Practice teaching sessions are developed in partnership with Mentoring Staff and the Supervisory staff of the secondary school or Junior College.

Students work in groups during the period of internship to provide intensive care and coaching to the diverse students in the class. They provide enriched programs to gifted children, and remedial measures to those who are weak.

Students are trained in the college in the use of interactive and media technology. They then utilize this training in the period of school teaching and internship to assist the diverse students according to their needs. Preparation of teaching aids and PowerPoint presentations, and the use of technology to evaluate the progress of the students and provide remedial measures are some of the main features of the use of technology to help the teaching learning process.

The ratio of student teachers to the practicing schools is about 15 students to one school. The students are also rotated in the different schools so that they are exposed to a variety of teaching situations.

Feedback is given both orally as well as written on the evaluation sheet. This enables the student to assess his performance and to improve in the future. The performance is assessed in the form of grades.

Student teachers are oriented before going to the practicing schools and for Internship about the history, the focus and the educational environment of the schools and their goals and aims. Students are also encouraged to develop their own understanding by interviewing the Heads and the Staff of the practicing schools a part of their interaction process during the Internship.

Enrichment programs are conducted by local and outside Staff on new developments in both content and teaching methodology for the benefit of the students, so as to enable them to be aware and knowledgeable about recent developments in the field.

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

Response:

MCT's College of Education and Research focuses on quality services right from Admission process.

1. Admission Counselling for all Aspirants :

The college organizes Pre-CET workshops to guide the students for ELCT, General Knowledge, Mental ability and Teaching Aptitude.

1. Formative Assessment :

- As students are admitted, they are continuously assessed through various curricular and co-curricular activities. Various tests like Open Book Exam, Essay Tests, Class Tests and Pre-University Exams are conducted.
- Students are assessed continuously and comprehensively in scholastic and co-scholastic areas.
- Their development in Psychomotor and Affective domain is also given importance alongwith Cognitive domain. For this seminars, workshops, presentations ,competitions are organized. Various cultural programs, festivals, celebration of various days are organized. Students are given opportunities to participate in Elocution competitions, Quiz competitions, Lesson Plan presentation, Dance competitions, Exhibition , Sports etc to showcase their talent.
- Thus Continuous Comprehensive Assessment is given utmost importance.

1. Diagnostic Assessment :

After every test and examination, its result is analyzed which is then used for Diagnosis of learners problems . Then remedial sessions are arranged for the students for their better performance.

1. Summative Assessment :

The college analyzes result of all semesters University examinations and corrective measures are taken for improvement and sustenance of quality.

Assessment of Learning Levels of Students :

- For assessing learning levels of the students Checklists, Rating scales, Rubrics and Reflective Journals are prepared.
- Submissions of reports of various activities /tasks are taken. Formats/templets of Reports with

appropriate assessment criteria are provided to the students.

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:

Student Teachers are trained / groomed as per the professional standards to meet the present demand of Education. The Curricular experiences provided by the institution enables them to instill/internalize the values and the required skills.

MCT's College of Education and Research focuses on quality education right from admission process.

1.Placement Assessment :

The Institution organize Pre-CET workshops to guide the students for ELCT, General Knowledge, Mental ability and Teaching Aptitude.

1.Formative Assessment :

- As students are admitted, they are continuously assessed through various curricular and co-curricular activities. Various tests like Open Book Exam, Essay Tests, Class Tests and Pre-University Exams are conducted.
- Students are assessed continuously and comprehensively in scholastic and co-scholastic areas.
- Their development in Psychomotor and Affective domain is also given importance alongwith Cognitive domain. For this seminars, workshops, presentations ,competitions are organized. Various cultural programs, festivals, celebration of various days are organized. Students are given opportunities to participate in Elocution competitions, Quiz competitions, Lesson Plan presentation, Dance competitions, Exhibition , Sports etc to showcase their talent.
- Thus Continuous Comprehensive Assessment is given utmost importance.

1.Diagnostic Assessment :

After every test and examination, its result is analyzed which is then used for Diagnosis of learners problems . Then remedial sessions are arranged for the students for their better performance.

1.Summative Assessment :

We analyze result of all semesters University examinations and corrective measures are taken for improvement and sustenance of quality.

Assessment of Learning Levels of Students :

- For assessing learning levels of the students Checklists, Rating scales, Rubrics and Reflective Journals are prepared.
- Submissions of reports of various activities /tasks are taken. Formats/templets of Reports with appropriate assessment criteria are provided to the students.

Effective Feedback Mechanism :

After successful completion of each batch, feedback forms are given to the students to collect their views and comments which can be used for the maintenance of quality standards of our institution

Research and Outreach Activities

The Institution encourages Action Research. Each student is guided in the process of an Action Research Project that is required under the provisions of the Practicum aspect for the course. A number of such action projects are then prepared for publication.

Faculty prepare Tutorials, Presentations to accompany their teaching lecture , which are utilized in the teaching-learning process. Students are also trained and encouraged to prepare powerpoint presentations during the conduct of Seminars and Workshops throughout the year.

The Institution has the various facilities required to prepare and present instructional materials like computers with required hardware and software. The Institution has prepared quite a lot of instructional material in the form of CAI which are utilized for reference and for the use in practice Teaching.

Staff conduct sessions on the preparation of instructional material for the students before they embark on their teaching process in the schools. They are instructed in the importance, utility and preparation of material like posters, audio and visual aids like recordings, slides, etc., preparation of Tutorials.

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: E. Any 1 or none of the above

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

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: 80.4

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

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

Response: 6.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	5	9	10

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
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	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:

Mechanisms to honor student Diversities:

MCT's College of Education and Research provides all the faculties, freedom and facilities to develop learner-centred, contextual, and innovative teaching methodologies using ICT that can maximise the learning outcome. Seminar Presentation, Scenario based sessions, power point presentations, creative assignments, group discussions, group assignments using different virtual platforms like Moodle and Google classroom and different online evaluation tools like Quizizz, Kahoot, Testmoz, etc. are some of methodologies used to enhance student Teacher learning.

1. From the very first day, students are mixed in various groups for the different activities, so that they mix and get to know each other. Learning Activities are conducted to give an opportunity to students to exhibit their various abilities and aptitudes. Programs are organized throughout the year to help develop and bring to the forefront the talents and capabilities of the students. This enables better integration and coherence among the student body. The cultural , creative and artistic skills of the student teachers was assessed and high lightened. The programmes included performing arts, Fine arts, creative arts, art and crafts, carving etc.

2. The results of the first tests give an indication of the intellectual level of the students. Remedial measures are then instituted to assist the students to develop areas that require strengthening through individualized instruction. The House system again is very instrumental in fulfilling this objective.

3. The conduct of experiments in Psychology and the educational implications thereof are the measures wherein the students increase their awareness of the diversity of capacity and needs of the students and how to go about minimizing the effects and improving their capacity for development. The organization of

assemblies with their variety of talents and capacities provide an excellent platform for students to exhibit their diversity as well as to appreciate the gifts of others.

4. Staff are sensitized to the diverse needs of the students through intensive involvement with the students under their care in the House system. The mentoring aspect of House Staff is an important function in this process.

5. Preparation of class presentations, demonstrations, Tutorials help the students to develop their knowledge and skills related to diversity and inclusion. This also helps them to apply it successfully in classroom teaching.

6. Enrichment programs are conducted by local and outside Staff on new developments in both content and teaching methodology for the benefit of the students, so as to enable them to be aware and knowledgeable about recent developments in the field.

1. Evaluation techniques of the college are very objective, reliable, transparent and comprehensive.

Regular feedback is provided to student teachers in formative assessments of theory and practice teaching skills. Quality education is reflected in the results of Student teachers every year.

1. The Learning Activities are allocated to a mixed group of students of various pedagogies and students of other mediums (multi languages). The tasks/Learning activities are collaboratively completed and submitted.

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

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: D. Any 2 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

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

Response: Only when students seek support

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: 14:1

2.2.4.1 Number of mentors in the Institution

Response: 7

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

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

Response:

Multiple Mode Approach

MCT's College of Education and Research provides all the faculties, freedom and facilities to develop learner-centred, contextual, and innovative teaching methodologies using ICT that can maximise the learning outcome. Seminar Presentation, Scenario based sessions, power point presentations, creative assignments, group discussions, group assignments using different virtual platforms like Moodle and Google classroom and different online evaluation tools like Quizizz, Kahoot, Testmoz, etc. are some of methodologies used to enhance their learning.

Experiential Learning:

Learning by doing is considered one of the best means of arousing intellectual process

Among the learners. We had oriented about Constructivism, Cooperative, Blended, Inductive -deductive and Inquiry Teaching Model lesson plans with demonstration. And motivated the students to take hands-on-experience on all the different methods during their internship.

- Ability Course 1 (Critical Understanding of ICT) included in the first semester of F.Y.B. Ed was developed under the guidance of our principal Dr Savita Sable.
- Nai Talim Experiential Learning online lesson plan was developed by Staff
- Designing of various Learning activities by all faculties under guidance of Principal.
- Staff were part of Syllabus Framing Committees for different subjects of 4 –year Integrated B.Ed.

VENTEL (Vocational Education Nai Talim Experiential Learning) : MCT college has given recognition as VENTEL Cell by Ministry of Education

- Activities like poster presentation and participating in Innovative lesson presentation as a part of science day in Homi Baba Science Center are all innovative problem-solving methodologies.
- Internship and placement training workshop is conducted in our college and also mock interviews are conducted for the B.Ed. students to get them acquainted and fully prepared which is necessary for the student centric methods of learning. Students are oriented with micro skills which is very vital for their learning.
- Educational tours and various extension programmes which cater to community intervention are organised by the college for Experiential Learning.

Participative Learning:

- Co-teaching and Peer learning are all the different strategies adopted to step up the teaching skills. Udaan Festival conducted by the University as a part of the DLLE Extension activities encourages students for street play and poster competitions. It creates avenues to excel in communicative skills, theatrical nuances, dialog writing and leadership.
- SDG goals: The institution organise Field trip to Bio-diversity Park and Nature Park.
- Social emotional Learning: we give experience of surveys & take students to visit to places like Premdaan, NGOs, Shantivan(panvel), etc.
- Academic Preparation: Theme based and Nai Talim based lesson plan is prepared and oriented to student-teachers.
- We orient, demonstrate, prepare the lesson in Mentor-Mentee groups and also peer tutoring is part of Participative Learning.
- Book Review, Assembly conduction, celebration of national and international significant days, etc. enhanced the public speaking skills of our students and boosted their confidence.

Problem Solving Methodologies:

- Compendium of Action Research, themes with various dimensions as a part of group learning, some of the extension activity like survey trains the students in various data collection and report preparation methodologies along with exposure to different socio-cultural, health, economic and environmental areas of concern.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	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: 77.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	7

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

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

Response: 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: 100

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

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Data as per Data Template	View Document

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

Response:

- Our institution's qualified and dedicated faculties are continually engaged in providing guidance and mentoring for developing the professional attributes of the student teachers. The internship programme is carried out under the constant guidance and mentoring of the faculties. To exchange learning with the other B.Ed college MCT college collaborated with The Lord's Universal College of Education, Malad conducted a 2-week internship programme. The lesson observation was done by the faculties of both institutions providing the students with multiple perspectives of teaching.

Apart from the internship, our students were also involved in developing interdisciplinary lesson plans in collaboration with the teachers of Smt Sushiladevi Deshmukh Vidyalaya & Jr College, Airoli.

We have conducted a lesson plan-based intercollegiate competition entitled "Applying Critical Thinking in Instructions" on the occasion of National Mathematics Day. This allowed the students to think beyond the scope of the regular lesson plan and develop a lesson plan incorporating the elements of critical thinking.

We also encourage our students to participate in Seminars and workshops. The related expenditure is borne by the college.

Our students have been actively participating in intercollegiate competitions and winning. We have been winning price from past three years in contest of Innovative Lesson Plan organized HBCSE.

- Internship program with guidance & mentioning
- Collaboration with other B.Ed. College (LUCE) for exchange learning
- Development of interdisciplinary plan in collaboration with School teacher (SDV)
- Conduction of Lesson based competitions (On occasion of Mathematics day.
- Promoting and providing financial aid to students for attending Seminars/Webinars
- Participation in intercollegiate competition
- Action Research Based Lesson plan based(HBCSE)

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

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: C. Any 3 of the above

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

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

Response:

Qualified and dedicated Faculties have been leading the Teaching learning process in the MCT’s College of Education and Research. Teacher educators maintain a balance between theory and practical aspects of the curriculum. Intensive Practical Sessions have been carried out to enable the trainees to acquire the skills and techniques needed to teach young children, with the help of modern knowledge of Child Psychology, Inclusive Education, Guidance and Counselling and various Methods of teaching.

The teacher educator doesn't limit the learning to the classroom only but to sensitize with the issues of society and to develop various life skills, students are taken for visits. To mention a few, students were taken Indian Women Scientists Association, Vashi to relate the learning with Interdisciplinary Course Gender, School and Society. We organize regular visits to Paraplegic centres/schools to relate with the learning in Interdisciplinary Course Creating Inclusive Schools. Experts Counsellors have been invited for discussion-based sessions for Elective Course Guidance and Counselling. This gives the students exposure to the application of the subject in the real world.

The assignments of each course provide the opportunity for the student teacher to think independently and develop their intellectual ability.

To nurture creativity and innovativeness among student teacher are encouraged to prepare innovative lesson plans using different methods of teaching-learning such as Constructivism, Cooperative, Blended, Inductive-deductive and Inquiry Teaching Models.

Also, we have made provision for students to enhance their critical thinking skills by enrolling them on the programme entitled "Effective Critical Thinking and Support System" developed by Dr Savita Sable – Principal of our College - MCT's College of Education and Research.

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: B. Any 6 or 7 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

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

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: B. Any 3 or 4 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
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

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

Response: B. Any 4 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:

Planning of Internship Programme

The College allots Practice Teaching Schools to student teachers to implement internship programme in four semesters catering to different levels.

The selection/ identification of practice Teaching schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, distance from homes to school, methodology requirements of the schools etc.

1. Orientation to school principal/teachers:

Principals of practice Teaching schools are communicated regarding conduction of Internship Programme in their schools . The permission is sought after properly orienting them about the college plan of conducting the internship . the particulars are shared regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation/observation for four semesters for a period of 19 weeks from primary to secondary levels.

Principals of the schools are requested to make provisions for student teachers to observe master teachers to learn different techniques, strategies and approaches who also identify & observe their best practices.

2. Orientation to students going for internship:

Students are oriented and demonstrated to use different strategies of teaching, design instructional teaching, activities, preparation of Lesson plans , evaluation tools etc. Practicing different methodologies and innovative methods. The methodologies , strategies and approaches are planned and then implemented during internship.

Before taking practice lessons in schools, proper guidance is taken from the Mentors in the rough lesson plans. After approval the plans are written in the Internship Booklet and supervised during the conduction of lessons as per schedule.

3. During Internship

Each teacher trainee conducts at least twenty five lessons

During Internship teaching not less than 15 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College , 2 theme based lessons in the above school/college, 3 co-teaching lessons with school teachers , five co Teaching with Peers.

Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)

Maintain Reflective Journal with reference to internship program.

They design their own instructional plans with appropriate support materials,

strategies, approaches, techniques and models as per level of the school/ students.

Before internship, orientation to teaching methodologies , Case, School Study, Action research project are given. After the

completion of lessons, the students conduct tests and evaluate the achievement of the students, which is reflected in Reflective Journal booklet .

Before the student teachers leave for internship, they are oriented and strictly instructed regarding code of conduct and taking up any assignments given in the schools.

In B.Ed course Internship program is conducted in Sem II, Sem III and Sem IV. Therefore planning for the Internship starts just after the completion of Sem I. When Sem II is commenced, students are oriented in theory as well as practicum aspects of B.Ed course.

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

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

Response: 6.25

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

Response: 8

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
Any other relevant information	View Document

2.4.10 Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**

6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Effective Monitoring mechanisms during Internship

During admissions, the principal meets the enrolled students personally to observe their attitudes and dedication towards the teaching profession. A pathway is laid during the induction programme to induce the teacher behavioural components. Everyday assembly is a platform for reading and reflecting on teachers' role and responsibilities to instil the fundamentals of this career towards the society. These initiatives are a deliberate effort to align them into this profession. The Lesson plan booklet, observation sheet is

Provided. Different classroom assessment strategies, tools, designing scholastic achievement test, diagnostic tests are taught at source to be implemented during Internship programme

Teacher Educators assist student teachers in planning period plans and assessment tools and the content developed. Demonstration lessons by the teacher educators is modeled. Internship programmes in schools integrates hands-on experience with

theoretical bases preparing students for a smooth transition to the professional front. The teacher educators orient them to apply theoretical, pedagogical & practical knowledge during the internship. They also

monitor interns' progress, provide feedback, assist students in improving their teaching competencies and discussing on the strengths, weaknesses and the improvement areas the student teacher needs to work upon. . The teacher educators serve as a liaison with the Principal, Supervisors and coordinators and the group leader of the internship group.

Peers: Peers with the same lessons sit together to conceptualize ideas contextually and sustain one another during the internship. After each day of internship the peers , teacher educator discuss and give feedback . Students assigned in the same school give emotional- physical support.

School Principals They monitor discipline, conduct, completion of class schedule, substitution classes allotted, co-habitation skills, participation in all school programmes, attesting on completion of projects and dynamism of the student teacher trainees.

School Teachers: As the internship phase draws near, the institution plans ahead for allotting schools to the student teachers. The students approach their respective methodology master teachers as instructed by the school principals. The master teachers assign the lessons to be taught for the month as scheduled in the academic calendar. The division of lessons into periods, number of classes to be allotted for specific activities, how to give homework's that could encourage active participation, conducting unit tests, monitoring the test items to be included in the test papers as well as the content knowledge. They render psychological support too.

At times, students' absence is also brought to the notice of the college principal. After the students have returned from their respective schools, a feedback is obtained regarding the students' teaching and interaction.

Reflective practices and jotting in Reflective journals

The reflection from the school teachers are interpreted to review the gaps to adopt new strategies suitable to schools as per their requirements.

Every student teacher assesses their own growth from semester I to IV, through a reflective

analysis and improve upon themselves through peer assessment process from their peers and maintain a Reflective journal which is assessible.

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

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years	
Response: 100	
File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years	
Response: 50	
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
Any other relevant information	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.	
Response: 1.88	
2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year	
Response: 15	
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 professional Update

Staff are required to fill in their yearly self-assessment profiles wherein they identify their strengths and weaknesses and their need for further and ongoing improvement. Opportunities are provided for enhanced training through attendance at seminars and workshops and by inviting senior resource persons for guest lectures and interactions on campus. Staff are also encouraged to improve their educational qualifications and skills

Good performers are given incentive measures to encourage them to improve their qualifications and competencies.

The major initiatives for ensuring personal and professional development of the teaching staff of the institution are as follows:

During every staff meet, there is a practice of reading and reflecting on any emerging area of teacher education and how knowledge would lead to develop learning and teaching programs that are planned for future.

There is a lot of requirement from Teacher Educators in this changing scenario is emphasized in every interaction with the Teacher Educators . Teachers are encouraged to equip themselves with implications of problem based Learning, Inquiry based Learning, Constructivists approaches and nurture logical thinking critical thinking amongst student teachers.

Teacher Educators are encouraged to evolve strategies that makes the teaching practices more experiential, holistic in approach. They guide students in preparing lesson plan catering to these aspects with proper reflections.

The faculty members organizes seminars , webinars, capacity building sessions for in-house members (colleagues) in area of interest, expertise leading towards professional engagement.

IQAC put forth challenges in emerging new domains of knowledge like Artificial Intelligence (AI), multi disciplinary Unit plan , design thinking , inclusivity etc are studied for personal

growth of faculty & institution.

Professional growth of faculty also expands through add on courses on Moodle portal.

Faculty with their expertise are capable of recording videos , making tutorials, books for references and upload presentations and references .

All faculty are encouraged to attend orientation and refresher courses conducted by Academic Staff. College and other recognized UGC programmes which are mandatory for their career advancement.

Faculty, when sent to attend or participate in short-term courses, orientation programmes or workshops are required to brief the staff on areas of topics or concern with regard to teacher education programmes.

The new aspects of the information obtained is researched upon to be implemented in their internship from their respective schools, a feedback is obtained from the master-teachers regarding the students' teaching and interaction.

In-house deliberations take place informally in the staffroom on topics on educations.

Faculty contributes their expertise in designing the university syllabus in various subject areas.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

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

Response:

2.6.1

Internal Assessment (Part A and Part B)

Internal Assessment includes following aspects;

A. Internal Assessment activities of Theory component- Part A (Core Courses, Elective Courses and Interdisciplinary Courses) consist of 40 marks. For each Theory component of Part A, 40 marks internal assessment consisting of

Sr. No	Particulars	Marks
1	1 Content test/Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	2 One periodical class test held in the given Semester	15
3	3 One Essay test held in the given Semester	05
	Total	40

(Content test is compulsory for Pedagogy of school subject 1 of 10 marks is a part of internal assessment.)

B. Practicum component of Part B Project Based Course:

- Semester wise detail documentation of the activities carried out under Project Based Course

a. Semester 1--Project Based Course 150 Marks

b. Semester 2-Project Based Course 2100 Marks

c. Semester 3--Project Based Course 3200 Marks

d. Semester 4-Project Based Course 4150 Marks

- Ability Courses 100 Marks: Two courses 50 marks each (Detailed documentation of the courses)

a. Semester 1-- Critical Understanding of ICT b. Semester 4- Reading and Reflecting on Texts

- Any one Audit Course (Understanding the Self, Drama and Art in Education) will be opted by student in semester 1 and certified in Semester 4 by head of the institution

Semester wise details of Project Based Courses (Part B)

Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment)

- Participation in Community work I in collaboration with schools/ NGO's (for a period of 1 week)
- Participation in Co-curricular Activities in college

Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 3 weeks

- Observation of school activities (Any three)
- Observation of lessons given by peers (5 lessons)
- Shadowing of School Teacher (One Week) - 5 lessons to be observed and recorded in Pedagogy of school subject I
- Teaching lessons in Pedagogy of school subject I (5 Lessons)

Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 11 weeks

- During Internship teaching not less than 10 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College
- 2 theme based lessons in the above school/college.
- 3 co-teaching lessons with school teachers
- Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
- Maintain Reflective Journal with reference to internship program.

Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 5 weeks (4 weeks +1 week community work II)

- Develop learning resources
- Conduct Action Research
-

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

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The mechanism of college to deal with examination related grievances is transparent, time bound and efficient.

The students can approach the principal, Teachers and Admin to redress their examination related grievances as per the requirement of and jurisdiction of the grievance.

An examination Committee operates and caters to grievances, however no written grievances till date of any kind related to Examination has been received. If any received will be discussed in the committee meeting and resolved accordingly.

Exam Revaluation: If any student feels that marks given are not just, she can apply for revaluation, by following the stipulated norms. The Exam in charge along with Admin processes the applications and forward to University with proper follow up till completion of the exercise.

Re-schedule of Examination/Internals: Those students working in responsible unable to appear for the internals on the scheduled dates for genuine reasons, a re-scheduled time

table is prepared for smooth functioning of exams as well as to see that all students could appear for the same. Mentors ensure that there are no defaulters in their respective groups.

Default: Students found with shortage of attendance too can avail the College's grievance process.

Genuine cases are considered, addressed and resolved. Shortage of attendance is compensated with library

hours and submission of medical certificate. Students with attendance of 65-74% are permitted to appear for the semester-end exam on producing a medical certificate. Sometimes with due consideration to exclusive cases, holidays are compensated with scheduling of Internals to complete their attendance criteria norms.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

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

Response:

Internal Assessment

Internal Assessment includes following aspects;

A. Internal Assessment activities of Theory component- Part A (Core Courses, Elective Courses and Interdisciplinary Courses) consist of 40 marks. For each Theory component of Part A, 40 marks internal assessment consisting of

Sr. No	Particulars	Marks
1	1 Content test/Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	2 One periodical class test held in the given Semester	15
3	3 One Essay test held in the given Semester	05
	Total	40

(Content test is compulsory for Pedagogy of school subject 1 of 10 marks is a part of internal assessment.)

B. Practicum component of Part B Project Based Course:

- Semester wise detail documentation of the activities carried out under Project Based Course

a. Semester 1--Project Based Course 150 Marks

b. Semester 2-Project Based Course 2100 Marks

c. Semester 3--Project Based Course 3200 Marks

d. Semester 4-Project Based Course 4150 Marks

- Ability Courses 100 Marks: Two courses 50 marks each (Detailed documentation of the courses)

a. Semester 1-- Critical Understanding of ICT b. Semester 4- Reading and Reflecting on Texts

- Any one Audit Course (Understanding the Self, Drama and Art in Education) will be opted by student in semester 1 and certified in Semester 4 by head of the institution

The External examination of Part A of Theory component (Semester end theory examination), the Internal assessment marks of Theory component and Part B Semester wise Practicum component is submitted at the end of each semester. The aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) is converted into Grades

Our Institution follows a transparent, robust and time-bound internal evaluation system. The internal evaluation plan is made well in advance within the annual planner. The institution adheres to the Term calendar provided by the University. The internal Evaluation is completed well before the University Exam date sheet declaration

Before the commencement of each academic the staff meeting is conduct and detail plan of the academic activities are discussed including internal evaluation. The schedule of each internal assessment is discussed and finalize based on the time frame given by the university. The internal assessment is planned and implemented with respect to the university examination.

The annual planner not only mentions internal examination but also all evaluation related aspects such as assignments and practicum.

We ensure that we adhere to academic calendar to complete our all-internal assessment well in advance before the commencement of University examination.

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

2.7 Student Performance and Learning Outcomes

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

Response:

Teaching Learning Process Aligned with PLO's and CLO's

The College adopts the Curriculum drafted by the Affiliated University based on the learning outcomes in line with the vision and mission of the college.

The Teaching Learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches. The essence of teaching lies in the art of convincing the learner through an interactive process.

The transaction of curriculum creates a link between learner, syllabus, content, skills with required support system.

Expected behavioural changes defined in the course outcomes are mapped to programme outcome to identify the differential improvement and final attainments that are sustainable. Conceptions and perceptions about students' learning form the basis of transforming teaching to innovative learning through varied strategies. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome. Teaching process in the cognitive dimension include pedagogical interactions such as reflection on readings, discussions, inquiry, participatory, collaborative and other approaches supported with ICT.

The practical activities in alignment with PLO include assignment, presentations, observations, reflective journal, lesson, action research etc. which facilitates critical, reflective thinking and communication. The project based learning enables interaction with real-world experiences enhances problem solving skills, sense of inquiry, team work, ethical awareness and reasoning to strengthen pedagogical components.

B.Ed. students take up action research in pedagogical subjects and conclude with probable solutions in local context. Research work focuses on development of research skills with topics in emerging issues in education which is explored through planned engagements in documentation and reflecting in action research Report.

Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at primary and secondary level of teaching. Blended Teaching, Theme based lesson plans, Interdisciplinary unit planner which are prepared by students help them to enhance their teaching competencies.

International, National, State, In-house seminars, workshops, webinars are organized/ attended in areas, meeting the current demands of Education like twenty first Century Skills for sustainable Developmental

Goals, Kurt Lewins Change Model: Applications to creating a Learning Organisation post Covid 19, Economizing Education Resources for sustainability Scenario and Methodological Framework for Nurturing Critical Thinking attended by faculty and students. Focuses on digital literacy that enables critical understanding of ICT, competency in integrating technological innovation into instructional design: flipped learning, designing online courses and developing portfolio. Offering Add on Courses to add value to students profile , applications of different Google apps and other applications for effective online teaching.

The Faculty devises their teaching strategies and Learning activities in order to achieve Learning outcomes of the respective Course taught by them.

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

2.7.2 Average pass percentage of students during the last five years

Response: 270.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	95	100	100	100

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
Any 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:

Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

The programme comprises of three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The college provides hands-on experience of engaging with diverse communities, children and schools. The Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus i.e School Internship , Courses on Enhancing Professional Capacities (EPC) attainment builds up the nurturing effect among the student teachers. Learning tasks through the course are designed to construct conscious thinking and to attain the meaning of the concepts while thinking about the thinking process which would develop the skills of ability to control the levels of thinking and lead it towards metacognition. T

he attainment of metacognition is the complex process emphasised in core papers eg: know your potentials through exercises on emotional strength and consciously monitoring them while they progress in explicitly displaying their worthiness in reaching their optimal capacity in both professional and personal attributes. Personal attainment like self-awareness, self-worthiness, good listening skills, articulation, classroom dynamics, joyful learning strategies, creation of a caring environment, developing empathetic feelings, and all higher order thinking activities practiced .

During internships are evidences of learning outcomes of professional and personal attributes. Exposure to special school visits and door-to-door survey for developing a positive community life for children with special needs.

The college complies with the Curriculum for the B.Ed two years Degee program as per Credit based Choice system with effect from the academic Year June 2017 onwards, the students are clearly explained about the scheme of Assessment and Examination

makes our student teachers attain the idea of assigning credits and procurement of grades.

Learning tasks involves concept writing, mind mapping, one-minute paper, real time reaction, chain notes – recreational activities, gamification, which are applied to engage with content, accelerate designing , learning tasks at all levels of preparation, in documenting students’ progress towards attaining PLOs with

The projects included in each of the semester is a rich source of learning beyond textbooks which is meticulously planned. through understanding the self, reflective journal, portfolio & EPC. The professional capacity building is developed through various Core courses, Elective courses , interdisciplinary Course by means of appropriate Learning Activities.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 94

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

Response: 47

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

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

Response:

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

An initial effort is taken to assess the developmental/ entry level of pre- service teachers and Mentors identify their specific needs and accordingly plan to cater to them.

Their energy levels are observed. The task that needs to be done in groups are listed and allotted to them as per their potentials and attributes. There is a deliberate effort to identify a list of skills that the enrolled candidates have achieved laurels at State and National level. Their talents are assessed and motivated to lead peers and others towards a joyful blended learning. Their efforts and work are acknowledged duly to keep them motivated through out the Training course.

Teacher Education program has multitudinous theories regarding the developmental stages of pre-service teachers. From academics to practicals, specific assessment strategies are applied through the continuous internals project based Courses . They are not only deconstructed and reconstructed, but the in-service teachers are placed as observers to understand core practices, imitators, practitioners, before they articulate and absorb the styles of teaching. Their pre-suppositions and dispositions about the methods and techniques to be adapted at schools are demonstrated, making them as assessors, so that they reflect on their own growth from the initial stage of apprehensions to a balanced approach towards encountering instructional strategies in physical classrooms and understand hardship of class management. they are assessed as to how they learn new techniques, culturally sensitive practices, individualised learning techniques compiled with hands-on-experiences.

Mentors collect data as per pre-assessment tools that measures knowledge, skills, competencies, and attitude and analyse to check the difference in their performances from the entry level till date and the reinforcement techniques are included.

Student Teachers complete task oriented activities. After the internal assessment and semester

end achievements, they reach a stage to prove their worthiness through preparing Learning Resources, demonstration of knowledge beyond current trends in pedagogical practices, exhibition of cultural competence etc.

The student teachers finally translate the skills into actual student learning gains and this is ensured by the assessment tasks provided and these tasks make them confident and well-equipped to gather and analyse assessment data in their future and make trustworthy decisions leading to support the future generations.

File Description	Document
Documentary evidence in respect to claim	View Document
Any 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..

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

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)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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: B. Any 3 of the above

File Description

Document

Institutional policy document detailing scheme of incentives

[View Document](#)

Data as per Data Template

[View Document](#)

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

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

Response: C. Any 2 of the above

File Description	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

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: 0.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	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: 0.13

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International

conference proceedings published during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 2.6**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	2	3	3

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 94.28**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
52	75	67	86	99

File Description	Document
Report of each outreach activity with seal and signature of the Principal	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: 94.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	75	67	86	99

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

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

Response:

MCT's College of Education and research provides opportunities to the trainee teachers to carry out various outreach activities in the community. The college organizes community visits to places like Special Schools, NGOs, Old age homes, Orphanage, rehabilitation centres to sensitize the student teachers towards community needs. The Community in charge does the planning for the community visits by taking permission of the Principal and the authority of the organization beforehand. Students are oriented for the community visits and the activities as well. Groups are formed to carry out different activities in the community work. Students are engaged in the activities: poster making, playing Antakshari for the entertainment of residents of the organization, plantation, preparing teaching aids for children of special needs, skits on social issues, street play etc. Students while conducting these activities they take good care of the people residing in the centres. They respect the privacy of the people staying there and don't disturb their time schedule. Anand mela is also one of the community activities that the college organizes. Anand mela is an out-of-classroom activity in which students prepare and sell eatables to gain profit. The students are divided into groups and each group along with their mentor plans and setups their stall. The profit

earned through this event is donated to the Nanhi Pari Foundation. Some of the VENTEL community activities that the students of MCT's College of Education conduct are: mask making, book binding, kitchen garden, health care support for community, yoga and pranayam. In DLLE program students participate in street plays on social issues, prepare posters on themes of national importance, write essays on social problems and its solutions. Also the students carry out surveys on social problems. All these mentioned activities have a positive impact on the students, and they develop student community relationships, leadership skills, and self-confidence of students.

The Outreach activities are conducted , categorized under 3 programmes

1. Sensitization and Humanitarian outreach programmes

The institution makes sure that students get exposed to socially relevant issues of the under privileged to address the issue and serve the needy encouraging them in humanitarian activities with 10 days earmarked for community engagement programmes. Community awareness programmes are undertaken on varied topics including environment related issues, health issues, gender sensitization programme, problem of aggression among adolescents, precautionary measures in the usage of social media, etc. The students visit "orphanages" and "homes for the aged" and distribute tangible gifts, sharing joy and blessings for the underprivileged. Participation in such activities have sensitized students towards various social issues. Working along with community members enable student teachers

learn to communicate, manage and lead others which contribute towards holistic development.

2. Capacity Building Programmes

The college organises the awareness programs like the cancer awareness programme, AIDS awareness, Community Extension activities. B.Ed students enrolled in the VENTEL programme –Vocational Education Nai Talim. Experiential Learning Programme with the motto "Earn while you Learn".

File Description	Document
Report of each outreach activity signed by the Principal	View Document

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

Response: 3

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	2

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	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: 0.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response: 0

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

File Description	Document
Data as per Data Template	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: C. Any 3 or 4 of the above

File Description	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:

Well equipped classrooms

Students do not learn much just by sitting in classes listening to teachers, memorizing pre packaged assignments, and spitting out answers. They must practice what they have learnt. They must make what they learn part of themselves.

Classrooms: All classrooms are spacious and well-ventilated, fitted with a sufficient number of lights, fans, boards and other requirements. In the Einstein and Nehru rooms is the collapsible partition screen which allows the rooms to be combined as a seminar hall. Science laboratories are designed as multipurpose classrooms where both theory and practicals go hand in hand. Conferences, symposia, seminars, guest lectures are organized in the multipurpose hall.

Library – cum-Reading Room

The speed with which new information is becoming available has fundamentally challenged our assumption about how we use and share data.

At MCT's College of Education & Research library has developed academic information acquisition, management and distribution. The library has a well equipped reading room which provides adequate number of Books, Newspapers, Journals, Periodicals and Magazines. More than 4000 of reference book written by national and internationally reputed authors are available in the library.

ICT Resource Centre

Deploying Information technology would be central to the Educational mission. I.T. will continue to provide the foundation for our academic enterprise. Our Computer Laboratory is well equipped with more than 30 computers, Internet connection, new media like CD-ROMs etc.

The college will support standard IT environments for the integration of on-line resources into teaching and learning. College will provide training towards the application of technology in teaching and learning.

Psychology Resource Centre

Powerful learning requires “Receiving, Retaining and Recalling” The teaching helps receiving the instructions, however retention and recall requires first hand experiences of what ever is received for which experimentation is mandatory. Psychological and science laboratory are the fixing devices, which are well developed in our institution. Both there laboratories are well equipped with psychological and science apparatuses and psychological test and inventories.

Audio-Visual, Room / Edn. Techonology Room

The unique feature of our college is that the college provides multisensory teaching – learning experiences through its Educational technology facilities. An air-conditioned mini auditorium exclusively meant for multimedia presentation with the help of LCD and other technological in teaching-learning process. This multipurpose auditorium is also used for screening Films, Conducting Seminars, Workshops and Conferences etc.

Multipurpose Hall with large seating capacity

Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s

Art and Craft Resource Centre

Health and Physical Education Resource Centre

The college has a fitness centre which is kept open both in the morning and after college hours for staff and students. furnished with equipment like Fitness Bi-cycle, Twister, Bull Walker etc

Principal’s Office

Staff Room

Administrative Office

Girl’s Common Room

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: 1

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

Response: 1

File Description	Document
Data as per Data Template	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: 6.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
66551	66975	61300	52650	73668

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

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:

Integrated Library Management System (ILMS)

The institution offers its students state of the art library facilities with an access to INFLIBNET which caters to the needs of the faculty, students, staff and remote users in providing the required learning and research resources. The College journeyed from a manual facility to an automated Integrated Library Management System (ILMS) in the year October 2015 using the first generation library application New GEN LIB. This version of the software had limited functions permitting bar coding of the 20,000 books. On completion of the bar coding, a basic inventory of the library was available online. Users could perform rudimentary searches based on title of book, year of publication, key words to obtain the location of books

in the library with precision. However, users had to frequent the library to check out and return books. With the partial automation of the library system, identifying and physically locating books was facilitated.

NEW GEN LIB supports hierarchical network wherein the College Library assumes the role of host library with a facility to add-on distributed networks of libraries of affiliated colleges through a WAN via a Virtual Private Networking (VPN). Modelled as a structured database NEW GEN LIB incorporates functionalities enabling the College Librarian to manage in-house library operations e.g. acquisition of books and other materials, creation and maintenance of its catalogue database, circulation of its holding etc. Users can login and perform searches for locating catalogues and books. As NEW GEN LIB is a web driven application for which the College invested and upgraded its existing cabling to BSNL To put things into perspective, a dedicated college library email was created to facilitate access by faculty, students and external stakeholders connecting the librarian with the users. NEW GEN LIB is a collection of various tools, of which some of the relevant application used routinely are stated below as: Content Supported: textual materials (e.g., books, periodical articles, sound files, web pages, full text, CD-ROMs, training materials, Power Point presentations video clips, images etc used for learning purposes.

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

Response:

Remote access to library resources

The college library is a window to the students and teachers of latest information in teacher education, sciences, humanities and social sciences. Being an integral part of academic and research work the library provides information services to support the teaching and learning, research and outreach activities of the institute by creating state-of-the art facilities and offering innovative services. Keeping students at the heart of the library hub, the library is engaged in designing and delivering need based information services.

Utility and BIBLIO base users can manage, search and share resources, benefit from interlibrary loans and consortia borrowing, import bibliographic data and access electronic attachment. The librarian can acquire books, catalogue, circulate and loan, and manage book inventory.

However, in the event that students and staff are unable to access, an alternative is to use access through the College email and password. Students are thus able to access UGC and its affiliate libraries. Recently, the College has made available to the students and staff access to the library through the College website. The inventory of all the books accessioned can be accessed. This provides the students and staff to ascertain if the material they need is available in the College Library. The books have to be checked out physically using the library automated service. In addition to that, the Library has a limited subscription to SAGE publications by which recently published journals can be accessed for a short window of time. To expand the library holdings, the College embarked on a journey of identifying pertinent e-Books related to the education programmes and educational research.

All e-Books can be available for referencing online without eliminating the physical check-out requirement. More than one user can access the e-Book simultaneously. Students and faculty are continuously involved in the process of identifying e-Books. The e-Books thus submitted are vetted by the Librarian before uploading into the ILMS. The College Alumni are also encouraged to support the library

efforts by identifying, downloading and donating e-Books to expand to the College's existing library base.

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: E. None 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

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

Response: 3671.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
1440	286	3939	6390	6303

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

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: 3.6

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: 80

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: 89

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: 75

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: 77

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: 68

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: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

ICT facilities The institution is equipped with high speed internet and Wi-Fi enabled campus. There are 2 projectors, three laptops, digital camera. The office is furnished with high configured systems, connected with internet and Wi-Fi, and has Biometric system (essal sofware) and close circuit cameras. Computer systems are upgraded as per the requirements of the college. Library: There are computers available for the student-teachers to access to e- resources with internet and Wi-Fi connection. Computer cum Language Lab has a server and twenty fivesystems with LAN and internet connection. Language lab has headphones, interactive board and internet supported with ELT software provided by ETNL It is equipped with Over Head Projectors (OHP), sheets, LCD projectors, laptop, and other audio-visual equipments. Classrooms have computers with interactive boards,OHP Projecter LCD Projecter screen and audio system for teaching- learning purpose. During class instruction, teachers ask students to make use of their mobile phones to Google search meanings, deviations, concepts etc. for conceptual clarity. The Wi-Fi enabled classrooms support and scaffold student learning. Students are encouraged to watch videos related to teaching methodologies done by their respective teachers. NCERT, SCERT and university based school lessons, open educational resources, motivational videos are also observed by students for further reference. Accessibility: The staff and students have an access to internet with a separate user name and password. In the college LAN and Broadband internet connections are connected to the Principals office, Staffrooms of B.Ed, office, library, and computer lab. Usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co[1]curricular activities. Power point presentations, seminars and assignments etc are possible through the ICT facilities. ET equipment is used for preparing teaching learning materials, ICT facilities to enhance teaching competencies and for research. Software: The institution uses predominantly Windows 7 and 10, MS office 2007, SPSS, Adobe reader and New gen lib. During covid-19 conditions conferencing apps were installed to conduct online classes smoothly. LMS and MOOC platforms were extensively used. The examination cell is equipped with examination software.

The college has traversed from normal internet to high speed internet and an additional leased line. Upgraded from bandwidth speed of 100 Mbps to 500 GB. Normal classes are transformed into Smart Classrooms. The installation of e-learning tools, allows better interactive learning. College possesses fifty one desktop computers and servers that cater to all the academic and administrative purposes through Local Area Networks (LAN) equipped with internet facility. The internet is facilitated through LAN and wireless connections which is controlled by a Hardware firewall. IT Service Management: Maintaining computer hardware and troubleshooting software's. LAN connectivity and Wi-Fi connectivity.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 4:1

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

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

4.3.4 Facilities for e-content development are available in the institution such as	
<ol style="list-style-type: none"> 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

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: 0	
4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)	

2021-22	2020-21	2019-20	2018-19	2017-18
4	3.5	2.5	2	3

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

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 utilizing physical, academic and support facilities are under the supervision of the principal and the concerned lecturers, committees assigned under each head.

Classrooms and Building maintenance: Physical infrastructure is well maintained and upgraded with necessary requirements to ensure comfortable atmosphere. Regular cleaning is done and Saturdays are reserved for deep cleaning and sanitization. The plumbers, electricians and carpenter are hired periodically for building maintenance. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done. Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty.

Well established procedure is available for service and maintenance of lab equipments and website, computers through Annual Maintenance Contract (AMC). Request for approval of maintenance / service is made before the Budget Cost Committee (BCC).

The virtual studio :The virtual studio with all inbuilt facilities of recording, conferencing, mixing audio is utilized for various purposes.

Library :The library is stacked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up. Pest control is done on a regular basis to prevent silver fish and bookworms. Library rules and procedures followed are as follows: All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whenever they visit. Faculty, staff, students, of the Institution need to fill up library membership form with the certification of authorities.

The book(s) can be renewed if there is no reservation for the particular book. Late return of the book will earn fine of Rupee one per day. Valid ID card is mandatory for utilizing library services. Reference books and periodicals will not be issued without ID card.

News about conferences / seminars and workshops are sent to various groups through online. Staff /

students can use library for their academic and research purposes. Book purchase procedure Librarian will call for books and journals requirement and book selection is done by the faculty and students of library committee.

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: C. Any 2 or 3 of the above

File Description	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

5.1.2 Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

File Description	Document
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: C. Any 3 or 4 of the above

File Description	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

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators				
Response: 90.3				
5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
83	79	82	69	50
File Description		Document		
Data as per Data Template		View Document		
Appointment letters of 10% graduates for each year		View Document		
Annual reports of Placement Cell for five years		View Document		
5.2.2 Percentage of student progression to higher education during the last completed academic year				
Response: 34				
5.2.2.1 Number of outgoing students progressing from Bachelor to PG.				
Response: 34				
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: 7.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	5	10	3	1

File Description	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:

At MCT's College of Education and Research we have a well constituted student council that meets formally and informally. Student council is the voice of the student body. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. The members of the Student Council are selected through democratic process. s. It Student Council is constitute of Class Representative, Ladies Representative, Academic Head, Cultural Heads and Sports Head

The Chairperson (Principal) and Staff representative calls for regular meetings with student council to discuss about various academic programs and other activities of the college. The representatives voice the problems and suggestions of all students during their meet with the principal to resolve any conflicts. The

student council member take the responsibilities to plan and organize both academic and co-circular activities in the college. The members supports their peers in sharing their opinions, interests, and all the concerns during the course such as rescheduling the dates of assignments, seminars, examination. Student Council serve as a bridge between the students and the administration. They guarantee that the grievances of students reaches the authorities and appropriate decision are taken with involvement of students' representatives.

The Students' Council also assists clubs/ members as well as in-charge faculty in conducting and organizing various co-curricular and extra-curricular activities. They also participate in organizing events of college such as picnics, field trips, organizes national and international days of significance, seminars , webinars and conferences.

Each member not only contributes in planning and organizing of events under their but also in maintain the report of the activities. The members document the each event to report and compile for making annual report.

File Description	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

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

Response: 18.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	20	16	16	23

File Description	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

5.4 Alumni Engagement

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

Response:

Alumni committee was first constituted on 24th January 2015. The Alumni Association is non registered. The college plans to register in the academic year 2023-24.

The Alumni contribution is much significant, the college needs to take efforts to devise strategies to involve Alumni and benefit from their contribution towards the growth and development of this institution.

The college is devising ways to benefit from their expertise in re-defining the curriculum process, teaching-learning constructs, assessment techniques and also issues pertaining to women empowerment, responsibilities, improving marketability in student-teachers through certificate courses, the inclusive practices. Many alumni share their experiences and feedback in the Meeting Conducted in past years.

Their positive feedback motivates us to do more better, while the comments and suggestions are well noted and reflected upon for further improvements in various areas..

Alumni meetings are held periodically inviting potential achievers among in-service teachers whenever a new domain of knowledge explosion has to be debated.

In the current academic year A series of Alumni talk was conducted for first year and second year batch of student teachers.

Mrs Akansha Jha of Batch 2018-20 , now a Edupreneur, Founder and passionate Educator delivered an expert Talk on Capacity Building for Entrepreneurship[SS1] .

Mr Akhil Vora of Batch 2019-21, a Cambridge Chemistry Teacher, conducted a session on Capacity building by Transformative pedagogies.

Dr Ushavati Shetty Batch 2014 , Principal of Reputed School conducted a motivational session on ANUBHAV: My Experience as a Teacher.

[SS1]

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

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: E. None of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document

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

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	1	1

File Description	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 committee was first constituted on 24th January 2015. The Alumni Association is non registered. The college plans to register in the academic year 2023-24.22 04:24:38

The Alumni contribution is much significant, the college needs to take efforts to devise strategies to involve Alumni and benefit from their contribution towards the growth and

development of this institution.

The college is devising ways to benefit from their expertise in re-defining the curriculum process, teaching-learning constructs, assessment techniques and also issues pertaining to women empowerment, responsibilities, improving marketability in student-teachers through certificate courses, the inclusive practices. Many alumni share their experiences and feedback in the Meeting Conducted in past years.

Their positive feedback motivates us to do more better, while the comments and suggestions are well noted and reflected upon for further improvements in various areas..

Alumni meetings are held periodically inviting potential achievers among in-service teachers whenever a new domain of knowledge explosion has to be debated.

In the current academic year A series of Alumni talk was conducted for first year and second year batch of

student teachers.

Mrs Akansha Jha of Batch 2018-20 , now a Edupreneur, Founder and passionate Educator delivered an expert Talk on Capacity Building for Entrepreneurship[SS1] .

Mr Akhil Vora of Batch 2019-21, a Cambridge Chemistry Teacher, conducted a session on Capacity building by Transformative pedagogies.

Dr Ushavati Shetty Batch 2014 , Principal of Reputed School conducted a motivational session on ANUBHAV: My Experience as a Teacher.

[SS1]

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:

Vision of the MCT's College of Education and Research

- To be a pre-eminent Teacher Education Institution that prepares students from diverse backgrounds for quality teachers by providing them with a student centred, practically focused quality learning experience.

Mission of the MCT's College of Education and Research

- To achieve excellence in Teacher Education.

Procedures adopted towards achieving the vision and mission

(i) Quality Education is ensured through the achievements of student teachers:

- Student teachers have developed various online and offline teaching learning skills such as Mind map, Testmoz, Kahoot, Quizizzi, Blended learning, Cooperative Learning, Creative thinking, Critical thinking, Constructivism, Inquiry training, Inductive deductive method etc.
- Student teachers have actively participated and brought laurels to college in various Intercollegiate Cocurricular activities like: Quiz competition, Poster competition, Poetry writing competition, Action Research presentation, Science Lesson presentation etc.

(ii) Offering Add-on Courses :

- Student teachers have got opportunities in completing various add on courses related to teaching profession such as International Teacher Education, Postgraduate courses in Commerce and English, Postgraduate Diploma in Counselling etc. in addition to their Teacher Education Course.
- Student teachers are involved and engaged in various curricular and cocurricular activities throughout the course. Student teachers conduct weekly Assemblies where they practise Yoga and Meditation, Prayer, celebrate important National and International days.
- The institution provides coaching for the preparation of CTET and TET to interested prospective teachers

(iii) Qualified and dedicated Faculties:

- Have been leading the Teaching learning process in the MCT's College of Education and Research. Teacher educators maintain a balance between theory and practical aspects of the curriculum. Teacher educators ensure the successful completion of syllabus through revision of theory.

- Intensive Practical Sessions have been carried out to enable the trainees to acquire the skills and techniques needed to teach young children, with the help of modern knowledge of Child Psychology, Inclusive Education, Guidance and Counselling and various Methods of teaching.

(iv) **Professional Development of Faculties :**

- Teacher Educators are engaged in various professional development activities along with their regular teaching learning process such as attending and organizing seminars, attending Faculty Development Programme (FDP), participating in Curriculum /Syllabus development and Research activities.
- The institution encourages its faculty for professional Development activities by engaging them in various in-house seminars, peer tutoring, workshops, group interactions etc. for the upgradation of knowledge and gaining newer skills in teaching.

(v) **Incorporation of Innovative Techniques and ICT :**

- The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning process.
- The college campus is enriched with Wi-Fi facility.

(vi) **Transparent Evaluation System:**

- Evaluation techniques of the college are very objective, reliable, transparent and comprehensive.
- Regular feedback is provided to student teachers in formative assessments of theory and practice teaching skills.

Quality education is reflected in the results of Student teachers every year.

- For the effective development and planning of curriculum the Institution maintains a practice of receiving and using the feedback of student teachers.

(vii) **Result Analysis:**

- Quality education is reflected in the results of Student teachers every year.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document

6.1.2 Institution practices decentralization and participative management

Response:

The college has a wise and productive Leader possessing strong collaborative, cooperative and humanistic skills. The collaborative efforts of whole MCT Team has brought excellent Results in the long running of the college with good reputation. Proper processes are created for collaboration and cooperation.

Reflecting Decentralisation :

- The Leader nurtures and guides all faculty members to focus on their core strengths and then give them goals that align with their talent and responsibilities by understanding what the task entails and assigning them with the abilities and competencies of the Team, this enables the faculty to do it well with proper ease.
- The opportunities to faculty are provided for open career growth. Sixty percent of staff possess doctorate degree, the rest are pursuing Ph.Ds. Team based planning is adopted for academic and co - academic implementation of the Course.

Participative Management :

- Monthly Staff meetings is a platform for deep engagement for transaction and implementation of the Academic program. The agenda of the Meeting is circulated in advance , all faculty members know the objective of the Meeting, the inputs from all staff is obtained , recap and following up after the meeting and at the next Meeting is the regular practice of the college.
- The task are assigned and the status is presented in the Meeting .
- Periodic recaps help to keep the staff engaged .
- The staff are assigned task with sharing of resources or referrals to go ahead with the task .
- The staff are committed and adopting participatory approach the systems and procedures of the college are set and complied.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

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

Response:

Proper procedures are adhered to according to government, state and affiliating university in governing the day - to- day functions of the College.

Financial : All expenditure proposals are budgeted by the Finance Committee and approved by the Governing Body . Regular internal and external auditing is a practice of this college.

Annual Audit report is sent to affiliating bodies wherever needed

University Academic Audit Report contains the details of the budget expenditure, it is also uploaded to maintain transparency. 7.5% of the budget approved for the faculty for major and minor research projects are allocated towards institution funds and audited.

Records of revenues generated in the form of student participation fees from co - scholastic activities, enrolment in certificate courses, faculty out-of-college consultancy services procured through the institution are maintained.

Academic: The academic calendar and the syllabus is prepared yearly. An induction program is conducted to familiarize the students with academic rules and regulations. The college discharges its functions through an elaborate system of various committees and bodies. Multiple modes of internal assessment and evaluated internal answer sheets are shared with the students. Remedial sessions for improvement are in place. Provision for re -evaluation of answer scripts at the semester end examinations is supported.

Guidelines governing the B.ED , rules of attendance and of examination are available on the college Brochure and at website as well.

Criteria for allotment of grades is included in the prospectus.

Paper - wise performance indicators are displayed and communicated to the students through the syllabus, notice boards and during orientation. Library services are available for student access ability.

Documents are maintained to record internship performance, feedback from participating schools are shared and discussed with the students.

Practical examinations are assessed by internal and external Examination Committee.

Statutory bodies are represented by faculty, management, subject experts, industry, nominees from private and government, universities, alumni of the College.

Administrative:

The admission process for students is governed by the regulations of the State Government through the CET (Centralised Entrance Test).

The teacher training program is advertised in the newspaper through advertisement, but the main focus is through word of mouth information from ex- and past students. Our practicing schools too provide information to prospective candidates. The College conducts a preparatory session to prepare students for the CET and this encourages many to apply to our college under the options. Prospectus of the college is

also available. Admissions are monitored by the Staff and Management representatives which ensures that an equal playing field is available to all. The staff student ratio is maintained according to the NCTE norms. Staff vacancies are advertised. An appraisal system is in place. Faculty is trained through participation in Continuous Professional Development (CPD). All required records and registers are maintained.

Decisions made by management are announced to faculty members through staff meetings.

Performance Appraisal Report (PAR) is submitted to NCTE and All India Survey for Higher Education

(AISHE) to Ministry of Human Resource Development (MHRD). Data format containing the details of the student is submitted to ARA .

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Goals of MCT College :

- To provide excellent teaching learning environment.
- To expose the Teacher Educators to the higher techniques of Teaching.
- To practice learner-centred and innovative teaching methodologies.
- To develop research attitude amongst student teachers.
- To provide quality school-based learning experiences in the reputed secondary schools.
- To carry out continuous quality monitoring, communication, assessment and improvement in order to increase efficiency and ensure accountability.
- To develop empathy for the disadvantaged in the community.
- To develop effective communication skills for development of holistic personality.
- To nurture the quality talent and ensure their employability.

Strategy statement:

MCT's College of Education & Research differentiates itself through:

- The Immersive learning process involving Micro skills and Simulated Lesson Plans, community work. Engagement that enriches learning and confers holistic development.

- An Inhouse Developed Moodle that ensures the progression of competencies in a virtual mode.

- Cultivating the requisite mindset in student and staff to enable transformation of

self and others through customized programs and webinars based on Kurt Lewin's change model and 21st century skills for Sustainable development goals.

MCT's College of Education & Research proposes to further differentiate itself through:

- Development of self through different paper presentation related to contemporary topics and also involved in minor research funded by UGC jointly by faculty and staff.

- Employing 'Mind Stilling' through meditation to prepare students on the path of self-realization.

- Hybrid learning that provides synergy to the teaching-learning process and enhances its effectiveness.

- Offering Add-on Courses to enhance teaching competencies.

Long Term Plans

- **Distinctive Institution that provides high quality Teacher-Education:**

- Maintaining strong Academic Environment and providing rigorous Training with ample of learning opportunities,

- Encouraging and Providing support system to trainee teachers for various curricular, co-curricular and extra-curricular activities.

- Institution has developed effective feedback mechanism for faculty and other stakeholders to seek information and also compliance striving hard for performance improvement.

- **Faculty at the frontiers in Teacher Education and Teaching Excellence:**

- Adopting Personalized Approach to trainee teachers' performance. Providing them ample opportunities of varied learning experiences.

- Meritorious results, mentoring and interactive curriculum transaction results in sustenance of quality.

- Management ensures effective allocation of human and financial resources.

- The commitment of Management, its governance and involvement for efficiency of institutional process attracts committed staff and worthy students.

- **Developing close and productive ties with other Educational Institutions, especially with secondary schools :**
 - .
 - Conducting strong placement drives through in campus and off campus Interviews to ensure employability of our Student Teachers.
- **To organize Seminar, Webinar and Conferences at State / National level :**
 - Conducting International Webinar on 21st Century Skills for Sustainable Development Goals and Kurt Lewin’s Change Model and also Webinar on Embracing the journey of Women in fields of Science and Technology.
- **To set up Research Center**
- To publish college magazine, newsletters as for giving scope to creativity and writing skills.
- To start more Add-on courses and development of own courses for students.
- To permanently affiliate the Institution
- To obtain certain Grants for Academic Excellence.

Short Term Plans:

- Conduct State/National/International Level Seminars and Workshops
- Publish Newsletter / Magazine:
- Establish ties with International Schools:

MCT’s College of Education & Research is taking initiative to build a synergetic association as a joint venture to produce Quality Teachers

- Strengthening bond with Community
- Making Institution NEP ready

File Description	Document
Documentary evidence in support of the claim	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:

Manjara Charitable Trust’s College of Education and Research established in 2005 under the leadership of the visionary and philanthropist, the Honourable Shri Vilasrao Deshmukh, Union Minister of Science and Technology and Earth Sciences, Government of India

MCT’s College of Education and Research, Airoli, Navi Mumbai is the progenitors of Manjara Charitable Trust’s Idea, which has embodied the service relationship to the needs and interests of the

people.

The institution communicates through its their vision and goals. The governing body has constituted Management Board. At institution level composition of various Academic and Statutory Committees are done for planning and implementing policies and procedures .The Management and the Head of the Institution define the responsibilities of each Faculty member in both the letter of appointment as well as in the job description report prepared for each faculty member. These duties and responsibilities are communicated at the outset and progressively underlined through circulars and staff meetings.

Feedback loops are maintained both through official staff meetings as well as informal channels and end of year feedback and place their suggestions before the Management for consideration and action.

Term end evaluations function as the principal means of identifying and addressing the barriers to the achievement of the goals and objectives of the Institution.

Staff are assigned a department each and are responsible to see to it that all activities related to that area are planned, organized and conducted in a methodical and systematic manner, with proper evaluation and record keeping.

The Head of the Institution sets out the goals and objectives of the various programs, seeks the assistance of the faculty in the planning and organization of the events, and delegates to the faculty various parameters and coordinates and supervises the outcome.

Appointment and Service compliances

Since the requirement of the faculty is precisely laid down by University regulations, there is little choice as far as recruitment is concerned. Once the faculty is recruited, the institution plans for career progression of the staff depending upon performance assessment.

Self – appraisal method and feedback from peers and students are the mechanisms in place for the evaluation of the faculty. Course feedback is also utilized to improve the teaching process.

Staff are provided with all measures of welfare as provided in the University provisions. Internal satisfaction is provided through good communication channels, supportive action when required and impartial treatment from management.

Staff development programs are routinely organized, both in – house, as well as by invited guest lectures in order to update knowledge and skill sub – sets. Programs are also initiated on the Management level for Non – teaching staff.

The Institution follows the norms laid down by the University and the NCTE as far as recruitment policy, salary structure and service conditions of the faculty are concerned.

The College has a well-defined organizational structure to ensure efficient governance and management through effective decision making.The main bodies that have been constituted, formulate and execute policies and strategic plans based on its vision and mission.

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

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

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

Response:

Institute has a structure that embodies various committees, bodies and cells. Their composition is in the College Records for transparency.

The curriculum transaction is process oriented delineating the philosophy, goals, objectives, student competencies, learning experiences,

instructional strategies, resources and assessment as envisaged in the institution's strategic plan. The curriculum is imparted in a planned and systematic manner.

The operations are carried out through regular meetings. The meetings are minuted in detail in the specific minutes book. Subsequent to the meetings, the minutes are signed by all the attending members and the resolutions/ decisions so passed are extrapolated into a plan of action in synchrony with the strategic plan.

The records of portfolios allocated pertaining to statutory and academic committees are also maintained .

Digital literacy is being promoted to realize the credit bank system as proposed by NEP 2020. The scope and incorporation of pedagogies / methodological frameworks are being planned to include emerging environments conducive to teacher profession such as employability, professional conduct, teaching competencies and teaching standards.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	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 management have humanitarian outlook towards its teaching and non-teaching staff without discrimination. It initiates several welfare measures to maintain high motivation levels among its employees.

Measures adopted for the welfare of the staff and faculty are as mention below:

Gives academic freedom for staff members, deutes on duty for attending Seminars/ Workshops, permission for higher studies.

Annual increment for unaided staff and other provision as per the individual need.

Congenial atmosphere in the staffroom. Recreational programmes organized by the management for the well-being of the staff.

Spiritual nourishment is provided through assembly, celebrations prayer meetings and so forth.

Appreciation measures are get-togethers,

Approved staff are given leave facilities as per the UGC and state level rules.

Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content.

The institution conducts seminars for improving the competencies of the teacher educators.

The institution invites experts from different fields to conduct workshops, guest lectures, seminars, symposiums and conferences.

Staff members are encouraged to participate and present and publish papers in the seminars which are organized in other colleges and universities for professional mobility.

Travelling allowance, duty leave for attending seminars, workshops, etc. are sanctioned by the college.

Basic amenities are provided to all staff.

The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners, resource persons.

Provision of medical and maternity leave is in place.

Staff is granted permission to pursue higher education or research work.

Advisory committee comprising of senior members give constructive suggestions and recommendations to principal for the smooth conduct of activities of the college.

Teachers' day is celebrated to boost the professional morale of teachers.

Picnics are arranged for staff recreation.

Cordial and employer friendly environment is created to give job satisfaction to the employees.

Recreation activities are planned in coordination with the staff members like sports activities, yoga sessions, luncheous.

Employee Provident Fund (EPF) is availed by Teaching and Non- teaching staff.

Gifts are given to employees each year as a token of love and appreciation.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	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:** 62.5**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	4	3

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	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:** 9**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	1	1	1

File Description	Document
Data as per Data Template	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:** 35**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course**

and any other similar programmes during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	2	1	1

File Description	Document
Data as per Data Template	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff**Response:**

The College has a general process to assess both its teaching and non-teaching staff's job performance and productivity in accordance with the College's program educational objectives.

The salient features of the performance appraisal system are:

Every year the management assesses the performance through self-appraisal method. This is one mechanism used by the management to motivate and inform the staff about their performance and required areas for development.

The management appreciates and gives increments for genuine contributions towards the welfare of the institution.

The College undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary

The College accords appropriate weightage for these contributions in their overall assessment.

Head of the institution gives personal feedback to the staff in the areas required to be improved upon teaching, attitude and research.

Minor and major research projects are encouraged to be taken up and duly forwarded through proper channel.

Faculty is encouraged to contribute to UGC approved journals.

The teaching standards of the staff are assessed through the mechanism of feedback from the students and teacher peers and this enables the Management to assess the teacher's performance.

The feedback is sought from the students on feedback performance and teacher evaluation form.

Peer observation is also used as a tool for getting feedback as constructive change for B.Ed.

Assessment of teaching and research are also discussed in staff meetings.

Student Council meetings with the Principal to give feedback is a source for staff performance's appraisal.

Performance appraisals focuses on improvment in area of professional knowledge, pratices and engagement.

The non-teaching staff are also assessed through annual performance appraisals.

For the contingent staff, the college has its own criteria to evaluate their performance periodically.

Factors such as character, habits, abilities, capacity to do hard work, discipline, reliability, relations with other non-teaching staff and academic staff, cooperation with superiors, subordinates, colleagues, students and public, organizations, communication skills, technical abilities are all considered during the appraisal for Assessment.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

MCT's College of Education and Research conducts internal and External Financial Audits regularly.

The college has centralized MIS system in place. The Management has Finance Department to monitor and control the functioning of the Unit. The Institution adheres to financial policies of the Finance Department. The Financial statements are presented accurately. The records are maintained on a daily basis.

The college prepares budget in the month of December for the next financial year and submits to the Trust based on the present nine months actual expenses keeping in mind the following three months assumed expenditure. After assessing the available resources, plan for the next financial year in the month of April after presenting and approved by the Finance Department of the College respectively. Considering the actual value from R & P statement, the final budget is prepared and send to Head office Finance Department for approval .

The College practices a transparent financial management policy through internal and external audits, wherein the role of the internal and external auditors is clearly defined. The internal auditors examine issues related to the College's practices and risks, while the external auditors examine the financial records and raise opinions regarding the financial health of the College. Internal audits are conducted annually and external audits are conducted twice in a year.

Individual faculty members document their purchase requirements and submit it to the Head of the Institution.

The college submits the provisional budget for the next Academic Year in the month of January to the finance Department. After the presentation of Budget and approval the requirements are vetted and earmarks items that can be purchased within the annual budget constraints

The accounts section looks into the maintenance of annual accounts and audits. The institution strives its best to sustain and maintain quality irrespective of the budget granted and utilized. The accounts registers of the institution are maintained

managed and operated in the name of the institution. Funds are not diverted between accounts.

The internal accounts of the institution are audited by auditors from the chartered accounts firm Naik Mehta and Company, Chartered Accountants, Goregaon, Mumbai, to conduct the audit regularly and the generated audit report is attested and forwarded to the institution.

The statutory audit covering all financial and accounting activities of the College are scrutinized, including: Receipts from fee, grants, contributions, interest earned and returns on investment;

All payments to staff, vendors, contractors, students and other services provided online.

All observations emanating from the statutory audit are documented in the report. Objections and irregularities are examined by the College's financial committee, internal auditor and Deputy Finance Manager and corrective actions taken.

A major portion of the College funding comes from student tuition fee , intake capacity being only 50 in numbers.

A major operational expenditure is the salaries paid to Teaching and non Teaching staff. Clear accounts are maintained on a software Tally ERP.

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

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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response:

The College offers only B. Ed program with the intake capacity of fifty students. The total number is 100 (50 F.Y.B.Ed and 50 S.Y. B.Ed)

The college charges the fees finalized by Shikshan Shulk Samiti, a fee Regulatory Authority for fixation of B.Ed Course.

Therefore the college manages the Employee cost, Academic costs and Administrative costs from the student tuition fee .

Therefore carrying out a financial resource mobilization to obtain funds timely and catering to the emergent requirement of funds, the institution identifies potential sources of funds;

Depositing these funds as per the finance department policies outlined and

Recording the transactions along with restrictions on their use. . Based on these modalities funds allocated are 75% for salaries, 10% towards development , 15% towards maintenance .

The strategy makes a vital link between external funding, challenges and the continued internal improvements necessary to achieve the objectives.

The Finance Committee have mandated the College with certain financial parameters for operations: Optimum utilization of assets i.e. land, buildings, equipment's, furniture etc.

Conduct feasibility studies and approvals before the implementation of any new endeavours emphasizing quality.

Due to flourishing of many B.Ed colleges in the vicinity and less number of aspirants applying for B.Ed course for two years (2017 and 2018), the intake capacity could not be completely filled, consequently there were decline in inflow of funds which was a great challenge to meet the institutional cost. However the funds from other units were mobilized to meet the Institutional cost. Meritorious results, mentoring and interactive curriculum transaction results in minimizing the declining admissions.

The challenge to small measures remains to meet the institutional costs. However the trust ensures to mobilize the funds and meet the needs of the Institution

Effective administration of the institution nurtures quality and promotes a competitive environment and offering value added courses in a subsidized fees results in additional revenue generation to meet the institutional cost without compromising with the imparting of quality Education .

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	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:

As per directions given by the Director of Higher Education there shall be IQAC committee for every

affiliated College.

The composition of the IQAC is as follows:

1. Chairperson: Head of the Institution – Dr. Savita Sable
2. A few senior administrative officers – Bharat Choudhari
3. Teachers to represent all levels : Three to eight teachers

Mrs. Sindhu Thomas, Mrs. Divya Belchada, Dr.Jyotirmayee Nayak,

Mrs. Bhavna Panchal, Mrs. Supriya Kasbe

1. One member from the Management – Mr. Nitin Angolkar
2. One/two nominees from local society – Mr. Unnikrishnan Nambiar
3. One/two nominees from Students – Prapti Kashikar, Madhura Moghe
4. One/two nominees from Alumini - Aakanksha Jha
5. One/two nominees from Employers /Industrialists/stakeholders – Mrs. Hemangi Sonawane
6. One of the senior teachers as the coordinator/Director of the IQAC- Dr.Rachana Patil

The college has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a research culture amongst the students. This is achieved by constantly sharing new research findings in their respective fields with the students.

IQAC recognizes the significance of promoting a research environment amongst staff and students.

It helps the interested teachers in writing research project proposals and publishing the research works by conducting research methodology workshops.

Providing the latest information about the quality UGC journals of Scopus and encouraging them to publish .

It initiates interdisciplinary research projects undertaken by students and mentored by teachers.

Attending FDP to bring the knowledge of the teachers on par with the latest developments in their respective disciplines.

Organising National and International level Seminars and Conferences on subjects enveloping a broad range of themes/sub themes relevant to modern day education in HEIs.

Encouraging teachers to apply to research organisations like UGC, ICSSR, ICHR, and so on for funding of research projects.

IQAC organized ICT, NEP 2020 workshops to enable teachers to intersperse technology in curriculum to make the art of classroom pedagogy more relevant and interesting.

IQAC takes care of the needs of the administrative staff to improve their work atmosphere, both at the professional and emotional fronts.

The IQAC proposes a number of best practices in various aspects of functioning of the administrative branch.

Administrative and Academic Audit are conducted.

IQAC believes in establishing a democratic pattern of administration. The Management along with the Principal ensures that equal opportunities are given to staff members who are best suited for a particular programme and also, they are compensated with acceptance of higher responsibilities.

Self Enhancement Workshops are organised from time to time to improve Data Management skills of the staff. In order to encourage a harmonious work atmosphere amongst the administrative staff, workshops/seminars in Work Ethics, Stress Management and Emotional Well-being are conducted.

Minutes of IQAC is presented to the apex statutory bodies.

IQAC acts as a nodal agency of the institution for quality related activities and prepares the annual quality assurance report.

A wide range of feedback forms are administered and the results analyzed for quality sustenance.

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

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

Response:

2 Reviewing Teaching Learning process through ICT Integration in all aspects of Teaching Learning :

MCT's College of Education and Research provides a highly enriched teaching-learning experience to student-teacher with ICT-enabled classrooms. Our institution has all the required digital infrastructure and

Teacher Educators trained in ICT skills.

The highlights of the institution regarding use of Information and Communication technology in Teaching Learning process are as follows.

- **ICT Resource Centre:** The institution has a Computer Laboratory to provide student-teacher hands-on experience with technology under the guidance of skilled and experienced teacher educators. There are more than 30 computers with internet connections, and software required to equip student teachers with the 21st-century skill of Technology literacy.
- **Learning Management System:** LMS is one of the essentials in the online teaching-learning process. Our institution has Moodle LMS (advancemctedu.com) to build social constructivist pedagogy. The student-teachers utilize the platform for discussion forums, delivering teaching content, assignments, etc. It provides the tools essential for the online teaching-learning environment. Apart from Moodle the institution also has Google Classroom with Google Workspace (earlier called G-suite) account. The G-suite accounts ensures huge storage space and secured accounts to our trainee teacher. Teacher educators uses the platform for smooth transaction of teaching learning material and evaluation.
- **Audio-Visual, Room / Education Technology Room :** The college facilitates multisensory teaching – learning experiences through its Educational technology facilities. We have an air-conditioned mini auditorium exclusively meant for multimedia presentation with the help of LCD and other technological in teaching-learning process. This multipurpose auditorium is also used for screening Films, Conducting Seminars, Workshops and Conferences etc.
- **ICT enabled Classroom: The classrooms are equipped with computers and LCD with internet connectivity. It enhances the teaching learning experience of student-teachers with the use of learning tools such as PPT, Video, Audio system, online resources enhancing the learning.**
- **WiFi Enabled Premises:** Our institution has Wi-Fi enabled premises for smooth conduction of online lectures with any network interruptions. It gives the freedom to Teacher- educators to access the internet and utilize it for online work and lecture.
- **Add-on Courses:** In addition to the B.Ed., we have other professional courses. These courses are Post Graduate Diploma in Counselling, Teacher Education in International Schools, and Certificate Course in Nursery Teaching. We have been successfully delivering these courses online, in Google Classroom and Moodle.
- **Open Education Resources:** We have developed an OER entitled Effective Critical Thinking and Support System Modules for student teachers to enhance their skills in integrating critical thinking into instructions.
- **Virtual Seminar, Webinar, Workshops, Faculty Development Programme:** We have ensured that we leave no stone unturned for our student's professional development. We regularly organize Virtual Seminars, webinars, Workshops, and Faculty development programmes for our students to keep them abreast with the current trends in teaching-learning.

Keeping with the Mission of the Institution MCT's College of Education and Research has ensured all ICT enabled experience to its student-teachers in all aspects of Teaching and Learning,

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: 1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	2	2

File Description	Document
Data as per Data Template	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: D. Any 1 of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

The faculty are informed in every staff Council meeting to reflect changes that are needed in the curriculum, teaching approaches, individual remedial modules, ICT integration and mentoring program.

The following are the gradual improvisation carried out progressively

- 1.Improving Pedagogical Practices through ICT.
- 2.Development of innovative lesson plans

3. Developing and completing designed Learning Activities using Online Platform Moodle (www.advancemctedu.com)
4. Orientation and Practice of CTET Exam
5. Experiential Learning Practices
6. Theme based Learning sessions

The students develop learner-centred, contextual, and innovative teaching methodologies using ICT that can maximise the learning outcome. Seminar Presentation, Scenario based sessions, power point presentations, creative assignments, group discussions, group assignments using different virtual platforms like Moodle and Google classroom and different online evaluation tools like Quizizz, Kahoot, Testmoz, etc. are some of methodologies were used to enhance their learning.

The outcome was that the students could confidently and effectively take online lessons in the In house practice Teaching Schools who allotted the online class .

Also the Meritorious Achievements of students in Teaching Learning Competitions held at Regional/ State and reputed bodies and commendable performance in other Inter collegiate Events.

A study was done on the topic

Effect of “Guidance in Lesson Preparation and Presentation” (GLPP) on Practice Teaching and Academic Performance of Students

The study has revealed that Guidance in Lesson Preparation and Presentation programme (GLPP) can be helpful to student teachers in improving their effectiveness in practice teaching consequently benefiting the students in achieving good learning experiences. When the student teachers are well prepared and well rehearsed with well organised lesson plan containing all elements of teaching learning process, definitely a very effective and successful positive class room outcomes are achieved.

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:

The college is gradually making constant improvements in creating awareness and disseminating information of Energy policies. Various activities and presentations are organised to make student teachers aware about the Conservation Acts, need to conserve energy and energy policies to save the challenges faced by our Mother Earth. Students through the various club activities are also involved in the decision

making process so that sustainable practices can evolve reflecting emerging needs of the environmental protection. Science club members remind one another regarding 'Plastic Free Campus'. From time to time, a green audit is in practice to streamline the ways of energy conservation.

The college building is undergoing refurbishment and planning and preparation of New building in the same premises is in the pipeline. The new building will be constructed in the play ground area while the old building will be demolished and converted into Playground in the near future. The scope of installation of solar panels and rainwater harvesting is being planned understanding in full the feasibility and the challenges for its operationalisation.

File Description	Document
Institution energy policy document	View Document

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

Response:

The college has initiated since its inception the service providers for House Keeping. The House Keeping Team is catering to the disposal of Waste accumulated. Waste is collected from the college premises, classrooms and the dining hall and is cleared on a daily

Basis. The garbage mobile vehicle operated by Navi Mumbai Municipal Corporation runs through the premises and the Team empties. The wet garbage and dry garbage is accordingly disposed on daily basis.

The House Keeping Team effectively manage Waste, debris and materials generated in the Campus. The institution provides all facilities required for Waste Management.

File Description	Document
Documentary evidence in support of the claim	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: E. None 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

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

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

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

Response:

The Trust has English Medium and Marathi medium Primary and Secondary Schools running in the same

premises where our B.Ed College is located. The Management has full-fledged system of functioning of Administrative aspects of Educational institutions. The Admin Manager is appointed on Full time regular basis. The Admin Manager ensures that the sanitation facilities , cleanliness , safety and security are well catered to , by the Institution .\

The Annual maintainance contract are signed for House Keeping, Drinking Water safety and the maintenance of Green Environment within the College Campus.

The regular meetings and follow up are taken keeping the track of all the above on regular basis.

File Description	Document
Documents and/or photographs in support of the claim	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: E. None of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any 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)

2021-22	2020-21	2019-20	2018-19	2017-18
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

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

Response:

This institution is in the city which has a residential and commercial area and huge connectivity to other suburbs of Navi Mumbai and Mumbai Area.

It has Banking sectors, health care centers, hospitals, corporate offices,

hospitals, cooperating and all board schools, surround the

college within a radius of 1 kilometre. Bakery, stationery shops, pharmacies are at our disposal.

The Affiliating/Parent University is half an hours journey and accessible to comply with the norms and a guidance source in any areas of Administration and Academics .

The community centres and NGO's with whom the college has a continuous tie up are accessible. The Internship schools are in the nearby cities .

the internship modules of the teacher education programs. The college also has a tie up with the special school in the city , where they visit and complete their learning activities and offer their kind services to them.

The college campus has school , junior and senior college , therefore the optimum usage of resources are done efficiently.

The community area , where the students conduct the survey and offer their services , Shram Daan is accessible.

The long association and continued ties with these bodies have enabled our student teachers to gain their Learning experiences as per the desired outcomes of the course.

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: D. Any 1 of the above

7.2 Best Practices

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

Response:

Title of the Practice: Innovative Teaching Learning practices

Keywords: Constructivism, Cooperative, Blended, Inductive-deductive, Problem Solving, Inquiry model, Critical thinking, interdisciplinary planners

Aim:

- To develop the skill of preparing and implementing innovative lessons/Instructional plans among student teachers.
- To equip student with implications of problem solving, inquiry based Learning, Constructivist Learning approaches that nurtures critical thinking.
- To develop the skill of applying critical thinking in instructions among student teachers.
- To develop the instructional plans and design learning activities to instil 21st century skills among student teachers.

Constraint Faced:

Availability of time for proper drill and practice.

Resistance in part of students to change from traditional lessons to innovative lessons.

Best Practice II : House System

MCT's College of Education has been practising House system for preparing student teachers of diverse backgrounds to become efficient teachers by providing them a student centred practically focussed quality learning experiences. Five houses are formed in the name of Five Philosophers, and professors are allocated as mentors of each house. The responsibility of conducting assembly was given to each house in tenure basis. Through various teaching learning cocurricular activities in house assemblies the focus is given on development of 21st century skills and life skills among student teachers such as, self-restraint, social involvement, excellence, balanced thought, action-oriented confidence, perseverance and a positive

attitude.

Aim:

- To equip student teachers with the knowledge and understanding of all pedagogical concepts and its practices.
- To develop lasting interest among student teachers for creating an inclusive environment.
- To develop better interpersonal relationships among student teachers.
-

Commencement of House activities:

After the completion of admission process, all students are distributed into five houses and mentors for each house are assigned with the responsibility of supervising and guiding students for B.Ed curriculum. Inauguration of each house is conducted as per the timetable.

Induction Program: For the induction of freshers, induction program is organized where students' profiles are collected and they are oriented about the syllabus, B.Ed. curriculum and the institutional provisions and practices.

Mentorship: New students are briefed about the practice of House system. Students are distributed into five houses and Mentors of each group are assigned.

House Guidance: Weekly two to three classes are allotted for house guidance where Mentors of each house guide the students regarding all aspects of B.Ed curriculum.

Content Test: Content test is also administered to assess the students' content knowledge of Pedagogical subjects, .

Micro teaching: Students are given practice of micro teaching skills in their respective houses under the supervision of house mentors.

Internship: Internship program is conducted in various Secondary and Higher Secondary schools. Proper guidance regarding practice teaching and other internship related activities are provided to students.

Focussed Assignments: Most of the assignments are given in form of project work and group activities. Students prepare these assignments in group. Each member of the group is involved in the preparation of assignment through their contribution.

7.3 Institutional Distinctiveness

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

Response:

MCT's College of Education and Research, Airoli, Navi Mumbai is a non Minority, unaided Institution affiliated to University of Mumbai since 2005 and comply with all other regulatory body norms such as Government of Maharashtra, NCTE and UGC.

The strength of the college is 100 student teachers (F.Y.B.Ed. and S.Y.B.Ed. together) of which almost 90 are females. As a result of the hard and dedicated work of the Principal and seven Teacher Educators the college is one of the reputed institution offering B.Ed Course in Navi Mumbai. The institution also offers Value added courses which benefit the student teachers to strengthen their professional profile.

The institution fosters student teachers love for teaching and strives to be a pre-eminent Teacher Education Institution that prepares students from diverse backgrounds for quality teachers by providing them with a student centred, practically focuses quality learning experiences. The institution is fully alive to this responsibility and is attempting hard to align its curriculum transaction with the core values specified by NAAC. The institution contributes to NATIONAL DEVELOPMENT by empowering the student teachers through quality teacher education programmes leading to qualified expert human resource.

The institution inculcates a value system with thrust on culture, heritage, national integrity, patriotism, communal harmony, religious tolerance, universal brotherhood, environmental

protection, dignity of labour, community participation, human rights, scientific temper through suitable topics in curricula, extension and community activities, celebration of national festivals, constructive activities, assembly and other programmes. An ICT culture pervades the institution. The institution conducts Quality oriented seminar/workshop as per the needs of present Educational scenario evolving pedagogies to make teaching of content more experiential, holistic , integrated and flexible.

The Institution fulfils its teaching function by sharing its learnings with the other constituent units on the campus. Thus the school and the junior and senior college, as well as the Junior College of Education benefit from the innovations and creative contribution of the College of Education. The institution provides learning experiences to nurture positive attitude towards acceptance of changing role of a teacher that educational scenario demands. Reflective Journal authentically prove the expression of psychic states, ultimately associated with emotional conditions and the mindset and readiness in becoming a responsible and competent Teacher being devoted to this noble profession. The training course and the teachers produced are the asset to the Trust as the trust has many educational institution under its aegis to recruit them after the successful completion of the course at different levels of Education.

5. CONCLUSION

Additional Information :

In pursuance of its Action Plan for performance evaluation, assessment & accreditation & quality up-gradation of institutions of higher education, NAAC proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system & work towards realization of the goals of quality enhancement & sustenance. The prime task of the IQAC is to develop a system for conscious, consistent & catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts & measures of the institution towards promoting its holistic academic excellence including the peer committee recommendations.

The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives.

Its success depends upon the sense of belongingness and participation in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies by IQAC to remove deficiencies and enhance quality like the "Quality Circles" in industries.

Concluding Remarks :

MCT's College of Education & Research Participated hosted two days District Level B.Ed College Sports Competition The sports Competition was first initiative undertaken for hosting Sports Event for Teacher Education Institutes.

The objectives of the meet was :

- To provide a platform to student teachers to display their talent.
- To create opportunities to enrich students learning experience.
- To develop the character and healthy lifestyle of students.
- To help students attain a state of complete mental, physical and social well- being.
- To induces more confidence, competitiveness and professionalism in a person.
- To add enthusiasm, entertainment and longevity to our life.
- To help people socialize and increase interaction.

Total seven colleges participated in the meet. At the opening ceremony student teachers of MCT's College of Education & Research presented **LEZIM** which were appreciated by the dignitaries. The sports Event was a grand success.

