



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **THAKUR SHYAMNARAYAN COLLEGE OF EDUCATION AND RESEARCH**

THAKUR SHYAMNARAYAN COLLEGE OF EDUCATION AND RESEARCH,  
OPPOSITE DREAM PARK, THAKUR VILLAGE, KANDIVALI EAST,  
MUMBAI-400101  
400101  
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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### INTRODUCTION

Thakur Educational Trust's (Regd), Thakur Shyamnara College of Education and Research (TSCER) located in Kandivali, Mumbai was established in the year 2008. Thakur Educational Trust was established in the year 1990 with a broad objective of lending a helping hand towards the welfare of society. With this high objective, the trust has provided facilities, catering to the various needs of society, such as education at all levels irrespective of sex, creed and religion. It is providing financial aid to poor and needy students. It has undertaken many educational, cultural and social activities. It has provided monetary grants to many religious and social institutions.

It has under its governance many educational institutions like Thakur Vidya Mandir (TVM), Thakur College of Science and Commerce (TCSC), Thakur Institute of Management Studies Career Development and Research (TIMSCDR), Thakur Shyamnarayan Hindi, Marathi & English Medium High School (TSHS) & Thakur Toonskool Advance Animation Academy (TTAAA). Thakur Architecture, Thakur Engineering, Thakur Polytechnic, Thakur Ramnarayan College of Arts & Commerce.

TSCER is Temporary (Yearly) affiliated to the University of Mumbai. It is a self-financed institution and is recognized by the National Council for Teacher Education (NCTE). The institution is recognized by UGC under section 2 (f) and 12 (B).

### **Vision**

#### **Vision:**

“Thakur Shyamnarayan College of Education and Research will be a leader in the integration of teaching, learning and research.”

“Our college shall prepare professionals to be world leaders who provide leadership and exemplary educational services to improve the lives of the individual in an ever changing and complex global society.”

### **Mission**

#### **Mission:**

“To provide outstanding educators and researchers through the art of teaching, learning and research”.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### **Institutional Strength**

Thakur educational trust is providing dedicated service in education field from more than 40 years. TSCER with qualified staff and well-paced infrastructure facilities is continuously providing local to global enthusiastic and educated teachers to the society from last 15 years. TSCER is located in Mumbai suburban that is easily approachable railways and roadways. Principal Dr. Megha Gokhe has achieved various awards and recognition's from the reputed bodies for her service in education.

TSCER provides all the required Staff support for their professional development.

Various programs; skill development and value-added courses college. Community outreach programs, Extension and community work.

TSCER have good support and strong relations with internship institutes and has done National level seminars in collaborations with University of Mumbai, Homi Bhabha Centre for Science Education, MCT's College of Education and Research and , Foreign collaboration related to research with Mauritius Institution of Education. TSCER has above 95% academic results.

TSCER teacher educators make use of;

- Student-centered teaching learning process
- Innovative and creative teaching-learning strategies
- Rubrics for evaluation

TSCER has received Best Performing College of the year 2022 from 'Promoting Achievements Foundation', New Delhi. We have more than 10 functional MOUs with various reputed institutions.

TSCER nurtures personality development of students through various co-curricular activities and academic activities and through various community work initiatives with continuous internal evaluation.

College have a strong and rigorous feedback mechanism and also have strong alumni interaction and support.

TSCER also provides;

- Educational technology knowledge through ICT discourse courses.
- motivates reading habits in library
- motivates faculty members for publications
- Digitalised library facilities
- book bank facilities
- campus enabled with wifi technology and technology enabled classroom
- career guidance and counselling,
- training for competitive exams TET, CET, ELCET,
- internship and action research projects,
- industrial visits
- grievance redressal cell
- SAP Activities
- disaster management certification program
- yoga and meditation

TSCER students participation in seminars, conferences, workshops, and also intercollegiate competitions.

TSCER Staff is getting funded research projects and participates in FDPs, seminars, webinars and college has successfully done its Green audit. TSCER have active student council, and have every year successful 100% Campus placement.

### **Institutional Weakness**

#### Weaknesses

- Time shortage for organizing several programmes
- Delay in admission process by CET cell.
- Delay in results from Mumbai University due to that admissions are affecting.
- Facing difficulty in finding qualified candidates as per Subjects.

Constraint of space for expanding integrated B.Ed.

### **Institutional Opportunity**

- Solar powered campus.
- International faculty and student exchange programmes.
- Additional Certificate courses (Short termed and Value based courses)
- Integrated B.Sc. B.Ed. course and M.A in Education programme.
- Technological advancement for Hybrid learning Research Initiatives
- Collaboration with International Universities/ school/ college of education, NGOs etc.
- Government funded Research projects.

- Research publications - UGC CARE
- MOUs with other distance learning Universities.
- Centre of learning with YCMOU and IGNOU

## **Institutional Challenge**

### **Challenges**

1. Delay in B.ed Semester exams which is affecting students in taking further admission in professional courses and also creating hurdles in finding proper jobs.
2. Student teachers are finding difficult to find schools for internship in IB , IGCSE , ICSE and CBSE boards .
3. Demand for other professional courses.
4. Results from university are delayed which is affecting students for their future prospects.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Curricular aspect of Thakur Shyamnarayan College of Education & Research is governed by Kalina University, Mumbai. It executes the curriculum provided by university very effectively. In our college planning of implementation of the curriculum is done in a transparent and effective manner in the institution through academic calendar, session plans and time table. All Academic processes are streamlined with timetables, workloads and other administrative tasks prepared well in starting of new session. Regular Meeting and Discussions are also carried out by all staff for PLOs and CLOs. All the students are oriented about them during student orientation programme. Elective papers in the curriculum have always been retained to maintain flexibility and responsiveness to meet the need of changing environments.

The student teachers are given choice to choose from elective courses based on their aptitude, skill, discipline of which they have studied and aspire to learn . To develop skills and for professional enhancement of students, college has introduced some Value-Added Courses and also recommended some online Self Study Courses to the students. Faculties also try to inculcate global issues in the classroom and discussion are also held for the same. Seminars, Project work and Group Discussions have been organized on different topics to develop a constructivist approach. Lesson Planning Workshop , Execution of Lesson and Experiential learning is executed in internships schools and field trips are also arranged. All the staff has provided personalised computer with Wi-Fi facilities so staff can utilise and plan topics effectively for curriculum transaction. The

college engages its staff and students in several co-curricular activities and arrange various day celebrations, extension and outreach programmes etc. to enrich them with wide variety of co – curricular developments.

Regular class tests, seminars, projects, workshops presentations are held for enhancing students knowledge. Students are motivated for Research- review practices. Well -equipped Computer lab facilities & ICT class rooms are available for effective learning .

Feedback are taken regularly from students , parents , alumni and practise teaching schools and institution is working on suggestions given.

### **Teaching-learning and Evaluation**

The institution makes sure that students from all societal groups have access to it and support. The college adheres to its reservation policy when it comes to the application procedure. The college's "Policy for Classifying Students into Different Learning Levels and Catering Them According to Different Levels" is a well-designed policy for students. With the use of the Diagnostic and Learning Readiness Test, Talent Hunt, Class Interaction, and Last Year's Marks after Admission, the Institution evaluates the various Learner Types and their Level of Course Readiness. Students receive academic support based on the assessment of their learning level. To meet the needs of various students, the teaching and learning processes adopt a bilingual approach. The students are given a variety of opportunities to develop their competencies and skills in areas such as communication, building assessment tools, planning events, and school-based practises. In prestigious schools in Mumbai , internships are organised quite methodically. There is a strong monitoring system in place for the internship scheme. The faculty at the institution is well qualified and engaged in both teaching and research. By planning numerous seminars and in-house talks, teachers are routinely kept up to speed on teaching-learning and evaluating approaches. The academic calendar is followed when conducting continuous internal evaluations, maintaining evaluation fairness and transparency. The learning process includes assessment in order to meet the course's PLOs and CLOs. The university has a successful grievance unit for handling complaints. The student's performance is examined to see how much of their entry-level learning needs have been met.

### **Infrastructure and Learning Resources**

The Institution has sufficient infrastructure and has well-built mechanism for the proper utilization of physical facilities for teaching and learning. The institution has 9 spacious, well-ventilated classrooms available with adequate seating capacity, LCD, Wi-Fi facilities, 1 high tech auditorium seminar halls, 1 computer laboratory, well equipped library with digital facilities, N-List. The college library is spacious, well light, aptly ventilated, easily accessible, with enriched availability of textual resources consisting of text books, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, dissertations and newspapers. The library is fully computerized, - library software. E-Granthalaya 3.0 is used for library transaction. **Education Technology Cell, Teaching Aid Room, Computing facilities, Art & Craft Resource Centre Girls Common Room, Boys Common Room Sports field: Music Room, Fitness Centre, Canteen, lift, ramp** for inclusive students available in the college Campus. Environmental, mathematics and Science club available to conduct various activities to maintain sustainability.

In meeting and being at par with the latest the digital need, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner.

The college provides adequate number of computers, printers, scanners, LCD with projector to help students and faculty to carry out academic activities effectively. The College has well equipped computer Laboratory with requisite numbers of computers made accessible to the students to instill ICT skills in them. All the computers in laboratories are connected with LAN and internet facility. During Covid-19 lock down teachers of our college adopted online teaching mode through many digital platforms like ZOOM, Google meet, Google classroom etc. The institution has purchased the Teach us for online Exams. The college has a Face book account with more than 700 followers.

The college has an established system for maintenance and utilization of physical, academic and support facilities. For the smooth functioning of the system, various committees have been formed, that regularly monitors and evaluates the requirement of maintaining physical, academic and support facilities. All the equipment is purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy.

### **Student Support and Progression**

The College every year publishes its Prospectus at the time of admissions, detailing the aims and objectives of the Institution, and uploads it on the website. The details regarding the courses and rules and regulations are also mentioned in the Prospectus. There are a number of Staff Council Committees that are responsible for various activities of the College. The Institution offers a number of academic prizes and scholarships to the meritorious students. Academic support to the students is provided on a regular basis with extra classes and remedial classes. The students of the Thakur Shyamnarayan College of Education & Research gets winning prizes at inter-college competitions especially in elocution. The Centre for Ethics and Values does outreach programmes and involve the students with the larger social issues. College regularly keep various workshops, seminars and webinar to enhance the overall development in the personality. The College Placement Cell regularly invites various reputed international and state board for student counselling and recruitment. The College has been able to successfully place a number of its students every year in the private sector. The College Grievance Redressal Cell and the Sexual Harassment Prevention Committee keep a strict vigil. In case of complaints, immediate decisions and actions are taken. For the past five years, the students of the College have shown improvement in their performance in the University Examinations. The total number of first divisions has been rising consistently. More than 50% of our students secured First Division in the last academic year. The Thakur Shyamnarayan College of Education & Research alumni meet annually in a gala get together. The College has begun to take feedback from its alumni in order to create a data bank of information.

### **Governance, Leadership and Management**

The institution has significant capabilities, thanks to its vision, leadership, and supporting government, which is focused on highly trained, caring instructors with a balanced personality equipped with academic prowess and management dynamism on par with the excellent skills necessary. For the purpose of recording live lectures, micro-teaching sessions, and webinars and uploading them for evaluation, management offers a digital platform and technology that supports classrooms and virtual laboratories. In order to assist the teaching-learning-evaluation process, new digital devices are upgraded. The management works hard to establish a national and worldwide network with institutions that provide teacher education, pave the way for faculty exchange programmes, create possibilities, and start a variety of research partnerships. The ability to redesign the teaching practises is greatly encouraged. During statutory and IQAC meetings, the management consults with experts to develop a thorough curriculum. E-support mechanisms maximise governance and oversight while

taking into account the problems of moving from offline to online during a pandemic. Major global problems are the focus of study, and requests for new studies are geared towards difficult new problems. Sharing the minutes of congregational meetings that are focused on community development and extension activities is vital for governance in this situation. From there, coordination is developed to achieve a shared goal. Welfare measures are executed by the management through financial, academic and personal assistance. Administrative and academic audit to prove transparency and display functioning of the management. The campus offers comprehensive facilities for all aspects of student life and personality development programmes. Management provides the digital world and IT infrastructure for accessing information networks for faculty, student, researchers, administrators, alumni and parents. The college provides a healthy, clean, immaculate physical environment as well as academic and support facilities that are reliable, vibrant and prone to high performance for personal and professional growth. In order to achieve these, the College of Education has a dedicated Governing Body which has architected system and processes for regular and timely maintenance for optimal utilization of infrastructure and academia. Governance create an educational village to humanise education.

### **Institutional Values and Best Practices**

Energy conservation, protection of the environment, and sustainable development are the upgrades, retrofits, repairs, and replacements that TSCER has implemented since its foundation. The front cover page of the TSCER Annual report of each year always motivates us to contribute and be part of our beautiful mother earth. It is the handbook for the use of available resources for all the events, activities, workshops, community services, and various sustainable developments at the college. Community work sensitizes the students towards various issues faced by the local people in society. The institution has an Environment Club (EC) and various Sustainable Development Goals which accomplish the vision of a green environment. The EC's objective is to expand, implement, promote, and lead environment-friendly activities at TSCER. The institution follows a regular Zero power hour, waste, solid and liquid management program to balance nature. Vocational Education Nai Talim Experiential Learning (VENTEL), Trailblazer, Shrustidhan, and SAP programs are organized academically for the continuous development of each student-teacher. Swachh Bharat Abhiyaan is held successfully at TSCER and has received the SAP (Swachhta Action Plan) Certificate from MGNCRE – Mahatma Gandhi National Council of Rural Education. Student teachers are encouraged to research work and given opportunities to attend seminars, conferences, present papers and publish articles and contribute chapters in books. TSCER conducts capacity-building activities such as Extension Work, Campus Interviews, woman-empowering programs, bookbinding, and many more value-added courses. Workshops on innovative practices, developing leadership skills, organizing events, interactive sessions with experts in the fields, short-term courses, and participating in cultural programs and competitions are held to hone the talents and creativity of each student-teacher.

### **Research and Outreach Activities**

Thakur Shyamnarayan College of Education and Research always promote research culture amongst the faculty and student-teachers. TSCER makes provision for research and development activities throughout each academic year. TSCER has 'Research cell' to promote the research and motivate the faculty members and student-teachers to do research in their areas or expertise.

Faculty engaged in research are provided various facilities like seed money, research-work leaves, and support. TSCER aims at providing opportunities to teachers and students to come out with innovate ideas thus provides platform to share their creativity. TSCER faculty members have published books and research articles in UGC



approved journals and also other national and international journals.

To alleviate the research culture in the college the Research Cell under IQAC initiative regularly organises various Seminars, webinars and faculty development programs for faculty members, student-teachers and the community at large.

In the academic year 2017-18 2 days National level seminar was held on the theme 'The Dynamics of Effective Classroom Teaching Providing Joyful Learning Experiences for our Learners' where we had various research-based paper presentations and publications. In the academic year 2018-19 two days National level seminar was held on the theme 'Gender Parity: An Era to be Together' where we had various research-based publications and paper presentations. During the academic year 2019-20 national level seminar on 'Challenges Of Education in 21st Century' was organised with research paper presentations and publications by the participants. 2021-22 TSCER organised International Workshop on Critical Thinking\* conducted in our college in collaboration with MCT's College of Education and Research and Mauritius Institution of Education and Homi Bhabha Centre for Science Education TIFR.

TSCER is always establishing MoUs, and collaborations with Universities, Academic institutes, Education Colleges, Schools and NGOs for different research and outreach activities thus assisting in expanding the horizons of research and learning for faculty members and the student-teachers.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	THAKUR SHYAMNARAYAN COLLEGE OF EDUCATION AND RESEARCH
Address	THAKUR SHYAMNARAYAN COLLEGE OF EDUCATION AND RESEARCH, OPPOSITE DREAM PARK, THAKUR VILLAGE, KANDIVALI EAST, MUMBAI-400101
City	MUMBAI
State	Maharashtra
Pin	400101
Website	<a href="http://www.tscermumbai.in">www.tscermumbai.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Megha Deepak Gokhe	022-28462077	9769931177	022-28854129	tscerthakur2008@gmail.com
IQAC / CIQA coordinator	Foram Niranjan Patel	022-28852269	9987998563	022-28854129	forampatel81@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">MINORITY LETTER &amp; TRANSLATE NOTARY compressed.pdf</a>
If Yes, Specify minority status	
Religious	NO
Linguistic	HINDI
Any Other	NO

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	University of Mumbai	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	31-05-2015	172	RECOGNISED

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	THAKUR SHYAMNARAYAN COLLEGE OF EDUCATION AND RESEARCH, OPPOSITE DREAM PARK, THAKUR VILLAGE, KANDIVALI EAST, MUMBAI-400101	Semi-urban	1.5	4163

## 2.2 ACADEMIC INFORMATION

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

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				4			
Recruited	0	0	0	0	0	0	0	0	1	3	0	4
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	0	0	2	2
Yet to Recruit	0				0				1			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				6
Recruited	5	1	0	6
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		1	2	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	2	0	0	0	2
	Female	38	10	0	0	48
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	1
	Female	0	0	1	0
	Others	0	0	0	0
General	Male	6	4	4	2
	Female	92	69	71	95
	Others	0	0	0	0
Others	Male	0	0	0	1
	Female	1	1	0	0
	Others	0	0	0	0
<b>Total</b>		<b>100</b>	<b>75</b>	<b>76</b>	<b>100</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge society. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. Thakur Educational Trust's (Regd), Thakur Shyamnarayan College of Education & Research organized various conferences on the different topics A.Y – 2017-201 TSCER have organized 2 days National Level Seminar on the theme 'Dynamics of Effective Classroom Teaching'
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on 16th and 17th of March 2018. Classroom teaching is a complex process. For this, the teachers should be creative and innovative as per NEP So to prepare the teachers to face the challenges 21st century classroom teachings,. VIDYAWARTA INTERNATIONAL MULTILINGUAL RESEARCH JOURNAL MAH/MUL/03051/2012,ISSN-2319 9318 A.Y 2018-2019 'Gender Parity: An Era to be Together' 15th and 16th March, 2019 The theme for the 11th National Seminar is 'Gender Parity: An Era to be Together 'Human beings are biologically diverse according to the sex allotted at the time of their birth. This diversity provided by the nature later erroneously turns into social stratification and discrimination by the nurture. PUBLISHED IN JASC JOURNAL OF APPLIED SCIENCE & COMPUTATIONS JASCA Peer Reviewed / Referred Journal, ISO 7021:2008 Certified Journal. ISSN NO: 10765131 VOLUME VI, ISSUE III, MARCH – 2019 -A.Y- 2019-2020 NATIONAL SEMINAR 21st DECEMBER MULTIDISCIPLINARY NATIONAL SEMINAR "CHALLENGES OF EDUCATION IN 21st CENTURY" IN COLLABORATION WITH THANE SUB CAMPUS, UNIVERSITY OF MUMBAI ON 21st December 2019. The National Education Policy 2019 also envisions an India-centred education system that contributes directly to transforming our nation. The ISBN NO-978-81-932809-7-3 book published by Sanshodhan Chetna, which contained the papers by about 46 participants from all across India with their research and conceptual papers, 10 Student-teachers participated and presented papers in Seminar. Also UGC CARE THINK INDIA JOURNAL PUBLISHED PAPERS ONLINE journals.eduindex.org "One Day Workshop sponsored "Nai-Talim & Experiential Learning" In Collaboration with Mahatma Gandhi National Council of Rural Education Ministry of Human Resource Development, Government of India On Wednesday, 25th September 2019 A Mahatma Gandhi National Council of Rural Education (Formerly National Council of Rural Institutes) Department of Higher Education, Ministry of Human Resource Development, Govt of India A.Y 2020-2021 MULTIDISCIPLINARY NATIONAL WEBINAR The Multidisciplinary National Webinar was organised by TSCER 'Technology during

	<p>Virtual Era’ on 10th April, 2021. During the pandemic times we at TSCER Organised online lectures and webinar on important aspects of NEP -National Webinar on ‘Innovative &amp; Interactive Approaches in Education; A Global Trend’ on 09th April, 2022. “International Workshop on Cultivating Critical Thinking in Teaching and Learning” on 25th, 26th &amp; 27th August, 2022 this is published in Annual conference TSCER IS AFFILIATED TO University of Mumbai. As and when University prepares or provides curriculum or guideline to implement the multidisciplinary or interdisciplinary structure of NEW education policy the TSCER will abide by it. This institution has already proposed and started creating enough infrastructure and planning to allow such facilities</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC) will be of great help to the students. It will allow students to take courses as per their vocational, professional and intellectuals requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. The ABC can allow students to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a university. The ABC concept is yet to be implemented by the affiliating university, were waiting for university guidelines to implement ABC. For thgis purpose, the university has constituted a committee to prepare a path for effective integration of ABC in its academic programs.</p>
<p>3. Skill development:</p>	<p>Skill development Skill development as the main factor to make mission ‘Self Reliant India’ and NEP 2020 envisioned the same for the holistic development of youth. NEP 2020 have given emphasis on raising Gross Enrolment Ratio (GER) of the youth but also raising the training of skills in the learners. And for this running vocational courses has to be offered by higher education institutes. Also, realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale UGC has introduced DeenDayal Upadhyay KAUSHAL KENDRAS (DDUKK) for promoting vocational education and B.Voc.Programmes. To educate and train students related to Vocational education TSCER had</p>

	<p>conducted various online and offline programs and events. Our students participate in Annapoorna Yojana Project (APY) under Dept. of Lifelong Learning and Extension and learn entrepreneurship skills. We had workshop related to book-binding, mask-making, paper-bag making, jute bag making, Warli art, Book-mark making, greeting cards making, Dhokra art for our students. TSCER is exploring the 'Vocal for Local' vocational courses useful for the students and community. With Shrustigyan NGO our students have developed skills of growing Micro-greens. Thus, TSCER is continuously working for developing vocational skills in our learners.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) The promotion of Indian language and its culture is possible if they are effectively transacted to student teachers so that they aware of it and also feel proud and develop respect and gratitude towards it. In B.ed syllabus we have one course of Language across curriculum to sensitize student teachers about the language diversity that exists in the Indian classrooms and faculty discusses all issues and possible solution towards it.. Our institute celebrates Marathi Diwas and Hindi Diwas and it covers entire culture of that day so as to understand importance of the day. From attire to arranging entire event which represent tradition and culture of that day is arranged and student teacher actively participate. National level net collegiate competition and Extempore are held in all three languages to encourage talent of student teachers. Celebration of Republic day and Annual days with themes- Multiculturalism , Unity in diversity where students can showcase their talents and represent India in different culture to spread brotherhood and unity were also promoted by our institution. Daily morning prayers and assemblies are also based on various topics like Holi , Diwali , Makar Sankranti ,Navratri, Eid which are very much linked with our religious celebrations and culture. Student teachers were also taught the use of warli art in making bookmarks which promotes old Indian art form. If needed institution will also provide online course for Indian knowledge system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>For its B.Ed. programme, TSCER has incorporated outcome-based education (OBE). The right learning outcomes have been specified at the programme and</p>

	<p>course levels (PLOs/CLOs), and the right learning experiences have been created and are being offered to help students achieve the stated learning outcomes. To raise the academic standard, outcomes are evaluated and achievement analytics are applied. The cognitive skills of remembering, understanding, applying, analysing, evaluating, and creating are the focus of the B.Ed. course's design. The institution took the initiative to introduce OBE. A framework was created after doing a study on the OBE. PLOs that were in line with the college's vision and goal were developed using the Learning OBE Framework (LOCF). The course content has been matched to clear outcomes by TSCER. The curriculum planning meetings, which include instructors, students, employer school principals, practise teaching school principals, and alumni, are where these course-specific outcomes are addressed and shared. Each semester, the teacher orientation meetings include a discussion of the final results. The faculty created course objectives for their individual courses, which were then linked with programme objectives and programme-specific objectives. The teaching methods used a multidisciplinary approach and were more application-based, fostering critical thinking and teamwork. For participatory learning, case studies and focus groups were employed. Utilising high-quality technology-based choices was done. Due to the institution's belief in self-reflection and growth for the purpose of developing reflective practitioners with a positive outlook, credits were given for the recording of reflective journals and portfolios.</p>
6. Distance education/online education:	<p>Distance Education / Online Education In order to remove obstacles that inhibit equity, inclusion, and diversity, the higher education system is to be completely redesigned, according to the National Education Policy 2020. In order to reach out to geographically and socioeconomically disadvantaged people, the policy promotes that HEIs that meet the requirements should provide ODL and online programmes. Due to the Covid -19 epidemic, educational institutions in the nation are embracing digital platforms more and more for engaging lessons, holding conferences, and holding meetings. Due to the Covid -19 epidemic, educational institutions in the nation are embracing digital platforms more and more for engaging lessons,</p>

holding conferences, and holding meetings. This might be viewed as the new norm that is also anticipated in the New Education Policy. The Institute effectively delivered its course material in an online format during the Pandemic (COVID-19), and our staff also successfully ran online exams. The Thakur Shyamnarayan College of Education constantly promotes students' involvement in UNESCO-based certification courses as well as online courses through sites like Coursera. Offering teachers and students the chance to learn online will help them grow professionally and in their expertise. It is crucial that a specific set of values and skills be introduced into higher education in order to strengthen the focus on the skill growth and competency development of the students.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NIL
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?	NIL
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, commercial sex workers, disabled persons, senior citizens, etc.	NIL
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.	NIL
5. Extent of students above 18 years who are yet to be	NIL

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.

## 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	76	77	100	82
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 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
13	13	13	13	13
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

**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
100	26	50	99	85
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5**

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	25	49	50	32
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6**

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	27	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**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
7	7	6	6	6
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Copy of the appointment orders issued to the tea		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	7	7	7
File Description		Document		
University letter with respect to sanction of p		<a href="#">View Document</a>		

**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
66.82	47.69	48.60	67.07	74.35
File Description		Document		
Audited Income Expenditure statement year wise d		<a href="#">View Document</a>		

**3.2****Number of Computers in the institution for academic purposes..****Response: 51**

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

Curricular aspects of B.Ed. Course in Thakur Shyamnarayan College of Education & Research are governed by Kalina University, Mumbai as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various well-structured processes like meetings , collecting feedback and implementing which enable communication and dialogue among the various stakeholder groups and the university approachable. The college level committees prepare broad guidelines and frameworks to suit requirements of different courses under B.Ed.

Staff Meetings are held before the start of new semesters to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus, class assignments, internal assessments, use of reference materials and AV teaching aids for teachers are discussed. We also focus on Mid Semester curriculum planning meetings to ensure whether any plan is being followed or any changes required.

The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly.

Being an affiliated institution of Mumbai university, we do not have much leverage in revising or removing the content but we definitely forward our feedback every year to the university officials based on the views received from Employers, Teaching Practice schools, Students, Alumni, and Teachers etc. so that necessary actions can be taken by university.

We have also designed a module on skill development and value education as per the local demand which is an additional input and helps student teachers as well as society.

<b>File Description</b>	<b>Document</b>
Plans for mid- course correction wherever needed for the last completed academic year	<a href="#">View Document</a>
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** 82.61

**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
19	19	19	19	19

**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
23	23	23	23	23

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.2****Average Number of Value-added courses offered during the last five years****Response:** 0.4**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
0	1	1	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**1.2.3**

**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 17.47**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
0	26	50	0	0

**File Description****Document**

Upload any additional information

[View Document](#)

List of the students enrolled in the value-added course as defined in 1.2.2

[View Document](#)

Course completion certificates

[View Document](#)**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:** A. All 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:** 22.53**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
46	34	18	0	0

<b>File Description</b>	<b>Document</b>
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:**

To give understanding about the field of teacher education, number of efforts are made TSCER like, Induction/Orientation programme is conducted for the newly admitted students in which they are made aware about the PLOs of B.Ed program, the syllabus is introduced to the students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year course of teacher Education this all is oriented to them by the Principal of the Institute.

In the same way best efforts are put by institution various experts talks are arranged for the student teachers. Also efforts are made by institution to connect globally and Experts are invited to interact with them.

The curriculum followed by the institute which is affiliated to Kalina University, Mumbai helps students gain systematic knowledge and develop different skills through Skill development Programme which include Micro teaching skills like Skill of Set Induction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus, Lesson Planning Workshop , Evaluation

Workshop, Theme based Lesson Plan, Experiential Workshop, Peer teaching, Co-teaching with teachers.

Also Evaluation Workshop to help student teacher understand how to prepare blueprint and final question paper for example keeping in mind Revised bloom taxonomy objectives. The two pedagogy courses which are chosen by the student teacher provide opportunities to develop the skill of developing Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans.

Through this course of Teaching learning competencies is developed instudent teachers where they learn various skills like promoting interactions, conducting group discussion/group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year.

#### KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS AND MAKE THEM CREATIVE & CRITICAL THINKER

The curriculum followed by the institute which is affiliated to Kalina University, Mumbai helps students gain systematic knowledge and develop different skills through Skill development Programme which include Micro teaching skills like Skill of Set Induction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus.

Also Evaluation Workshop to help student teacher understand how to prepare blueprint and final question paper for example keeping in mind Revised bloom taxonomy objectives. The two pedagogy courses which are chosen by the student teacher provide opportunities to develop the skill of developing Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans.

Through this course of Teaching learning competencies is developed instudent teachers where they learn various skills like promoting interactions, conducting group discussion/group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year.

#### ABILITY TO IMPLEMENT WHAT ONE HAS LEARNED AND APPLY ACQUIRED COMPETENCIES

The Curriculum aspects of courses at the Institute are governed by Mumbai University which provide opportunities of application based learning to student teachers.

During internship student –teachers go to practice teaching school and give lessons and they are in school full time to understand difficulties faced by teacher and to find solution for the same. And to make teaching learning process more effective various teaching strategies are implemented by them. Also Student teachers are taught how to make inclusive lesson plan for different types of learners.

Another course is a part of the curriculum which is very essential in today's scenario is learning to use Computers, this course provides opportunity to student-teachers to learn & prepare Multimedia Presentations and use various digital tools which is an essential requirement of their professional life.



**DEVELOP SKILLS & ABILITIES : EMOTIONAL INTELLIGENCE, CRITICAL THINKING, COMMUNICATION SKILLS, COLLABORATION WITH OTHERS IN STUDENT TEACHER**

The institute emphasizes strongly on developing different skills among the student teachers. The transaction of various courses at the institute has a strong focus on developing skills and competencies among the students.

For developing Emotional Intelligence the Course on Understanding the self focuses on aspects of development of the inner self, revisiting one's childhood experiences – influences, limitations and potentials – while empathizing with one's childhood. Also reflecting on one's journey helps to develop strong personality within yourself.

Action Research work are done by the student teachers where they work on solving problems and try to find solution for it and this develop their critical thinking; the opportunity of reviewing an educational website and reflection on OER is also done by student teachers to develop their critical thinking.

Communication skills are developed through different workshops organised by institution.

Number of opportunities are given to students to establish collaboration with others by doing surveys which are a part of different courses and organization of exhibitions with peers.

<b>File Description</b>	<b>Document</b>
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.3.2**

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

**Response:**

TSCER believes that student teacher must be aware of every board and in their syllabus course name – Educational Management(IC-2)-in unit 6 – Characteristics of Different boards already has content so they have to know about it. Then Faculty has conducted lecture cum discussion wherein all student teachers were divided into different groups and group discussion on various boards – SSC, CBSE , ICSE , IGSCCE , IB board was conducted in classroom and all important aspects were noted down by student teacher. Student teacher were also given Assignment based on this topic where student teacher have

found out the details related to various boards.

Also One International Seminar Expert Talk on Broad View of US Higher Education by Dr. Matthew Witenstein for **Broader Perspective for Student teachers-2019** were conducted for better understanding.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>

### 1.3.3

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

##### **Response:**

The designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily getting ready how they enter from lower to higher class and in the fourth semester become completely ready for the professional field. In this direction number of practical courses are introduced to students which start from their first semester with Orientation and demonstration of Micro Teaching skills. Here focus is on lesson planning and teach-re-teach of different teaching skills namely Set Induction, Questioning, Explanation, Illustration with Example, Stimulus Variation & Reinforcement. After this for enhancing student teacher skills Integration Lessons are introduced, opportunity is given to practice various skills of teaching in an integrated way. In second semester student teachers move to a higher level and engagement with field is done where the student teachers are supposed to plan and conduct lessons of 30 minutes duration in schools under guidance of teacher educators. Here emphasis is given on using appropriate teaching aids, models of teaching, games, questions, illustrations, scope for students active participation. This Practice teaching is followed by Internship of Two weeks in a school, where students are involved in lots of activities like Study of time tables, year Plan of schools, co-curricular activities conducted in school, Morning assembly and Display Boards of school, observation of school facilities such as science laboratory, library, playground and sports facilities, computer laboratory, geography room, drawing room, music room etc. In the third semester the level of learning even gets higher. The internship is conducted in schools for eight weeks. The activities which our student teachers have to do are taking attendance of a class, preparing reports, efforts by school for increasing attendance, assessing homework/assignments/ journals of a class, Planning and conducting 5 lessons/ subject on any one unit through applying constructivist principles. Conducting any activity for fixation and enrichment of knowledge of students and developing interest of students through assigning any project, preparing and implementing a unit test including essay type, short answer type and objective type test items and making blueprint under guidance of pedagogy

master and subject teacher and assessing answer sheets , presentation and interpretation of result ,giving feedback to students.Along with this student teachers are supposed to plan and conduct five lessons per subject..The longest duration of internship is of 11 weeks which is conducted in 3rd Semester .In 4th semester the Internship in schools is of five weeks.

Using a constructivist approach in teaching, Identifying learning difficulties of students and preparing and implementing remedial material. Preparation of test items, Learning about various registers in office, Conducting assembly and arranging various competitions for students in school.

In all Semester our student teachers prepare a Portfolio file the objective is to enable the students organize ideas, thoughts and evidence systematically,- express ideas and thoughts about various aspects of education , reflect on experiences obtained during the B.Ed. program. This reflection provides the analysis and insight about the student teacher’s process of learning and teaching practices. Thus all these activities help to prepare students for their Professional growth.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 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:** A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:** 90.8

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 69.23

**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
11	10	05	09	10

File Description	Document
Final admission list published by the HEI	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View Document</a>

### 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
Data as per Data Template	<a href="#">View Document</a>

## 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:**

TSCER takes continued efforts in the holistic development of students. Located in Urban Mumbai, well-connected and accessible to students. B.Ed follows the Maharashtra Centralised Admission process, students are from different strata - economic, social, faculty, level of education. Readiness to the course in terms of communication, interest, talents, and harnessing innate abilities is given prime importance. Mentoring is vital as students belong to different age groups. One-on-one interaction with respect to

career counseling, academic enrichment, and internship is done regularly. Entry level Pre-Test consisting of details on qualifications, experience, hobbies, strength, weakness, . TCSEER also conducts content test to check their content knowledge .

Simplified notes are provided to all the students along with other learning resources thus providing academic support to all learners.

Alumni sessions include annual alumni meets and special expert talks guiding the students on school practices, expectation, Demo lectures has been a remarkable success of alumni contribution.

Coaching for CTET is provided, not only for our students but also for in-service educators seeking direction in the CTET examination.

Project method/ Problem solving/ Case study/ Movie review are stimulated to self-learning by doing projects and presenting them to the class. Meetings are also conducted on a wide range of topics for the student teachers and experts from their different fields are invited to give an exposure towards different chances to our students.

Students are encouraged to participate in National, University level competitions. Intra and Inter collegiate competition are organised.

Value added courses are designed. Courses are offered offline and online. Means are provided to the students to help them complete the course successfully.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.3**

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

**Response:** As an institutionalized activity in accordance with learner needs

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.4**

**Student-Mentor ratio for the last completed academic year**

**Response:** 20**2.2.4.1 Number of mentors in the Institution**

Response: 5



File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:

Through advanced and creative learning practises and articulated in CLOs, the school supports a student-centered learning environment that evolves from the traditional lecture style to immersive learning encounters.

#### 1. Experiential Learning:

Activities include stimulating lessons, internships, and simulated interviews in the sector. Exhibits are shown and models are demonstrated by students to ensure immersive and participatory learning. Simulated teaching tries to improve certain communication skills. To encourage participatory learning, TSCER organises field trips to institutes, companies, EDUCATIONAL INSTITUTES and community service centres. Mock interviews assist student instructors prepare for interviews, enhance communication skills, and develop a positive attitude.

2. Participative learning: Story Telling, Performance and group work highlights participative learning activities implemented to teach various concepts. During these activities allotting the organising work to the students helped in enhancing the leaderships skills, professional skills and their personality. Seminar and presentation activities ensured participative learning among the students. Groupwork is also one of the techniques adopted by the teachers to motivate students, encourage active learning, and develop key critical-thinking, communication, Role-playing , Art and drama in education, team teaching, educational visit is encouraged.

3. Problem solving methodologies: Concept Attainment Model; Inquiry based, Scenario based situations are used during the teaching learning process in order to develop brainstorming approach to learning concepts. The students were expected to observe, understand, analyze, interpret find solutions, and perform applications that lead to a rounded understanding of the concept through problem solving.

Concept attainment model is used to introduce and teach new concepts through an active, student-centric, inquiry- based approach. Psychological experiments are also conducted on various factors of learning. Case studies is commonly used to highlight the classroom challenges.

4. Thinking is done through MIND MAPPING & Concept mapping which helps in stimulating varied instructional approach to the students. These activities conducted at TSCER helped to increase focus on the given task, to promote spontaneity and creativity, etc. Mind Map is created as a result of brainstorming. Concept maps helps in note making and note taking and is useful for reference during exams.

5. Online mode: Google class rooms, E-learning and Digital Learning platforms to deliver the course content in an effective way. Faculty also use an educational application google meet and zoom as part of the course delivery. The teachers give assignments and share e-resources through this application. The faculty . Online content test is conducted. Online valuation, submission of assignment, lesson guidance, lesson presentation, viva voce is successfully done.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 56.25

**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	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 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:** 50

**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:** 50

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

### 2.3.5

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

##### **Response:**

TSCER provides a programme for student mentoring. The course structure, prospectus requirements, and strategy that must be used for course completion are all explained to the students during the orientation workshops. Students are given guest lectures by experienced educators and school principals to assist them comprehend the experiences needed for the position.

Addressing student diversity: Questionnaires learning styles are useful in identifying student variety. Groups are formed with mentors and mentees. In addition to these, pupils are once more divided into tutorial and guidance groups depending on their teaching style. The behavior of a wide range of academic and extracurricular activities aids in the development of collaboration and collaborative learning skills. Through book banks, peer mentorship, online sessions, , and letters of recommendation, help is given to students from all strata, including age, socioeconomic status, and faculty.

Working in teams: Participants in college assemblies, extracurricular activities, course activities, community outreach programmes, internship activities, and content enrichment programmes work towards the students' overall growth. The tutor in charge, the guidance teacher, and the pedagogy instructor offer advice, counselling, feedback, and inspire the students to advance their capacities as potential teachers. In partnership with the alumini of TSCER.,

Self-development: The mentees' intellectual and personal growth is ensured through mentoring. Students can enrol in value-added courses on topics including effective communication, personality development, wellness, and self-awareness. Expert sessions are held to help people comprehend various topics and receive insightful information

Updating oneself with the changing trends:

With the Covid-19 pandemic, technology became more important for staying current with trends. Technology use value-added training was offered. Through expert sessions, alumni engagement, and Learning, innovative teaching techniques in schools were introduced. There are sessions ON CTET, career counselling, competitive exams, and prospects for higher education.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.3.6**

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

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.3.7**

**Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills,**

**empathy, life skills etc. among students..****Response:**

TSCER engages in a variety of activities throughout the teaching and learning process to foster students' creativity, innovation, academic prowess, empathy, and life skills in order to fulfil its vision and goal. The school offers students several possibilities through a variety of activities to develop their thinking skills, talents, competencies, pedagogical practises towards their professional, pedagogical, and personality growth and to make them compassionate, independent instructors. The two methods the institution uses to achieve this goal are as follows:

**Professional abilities-** Through activities like discussions with experts from other fields, interactive sessions with alumni, VENTEL activities, and other similar events, the institution trains the student teachers to enhance their creativity, critical thinking abilities, and adoption of innovative approaches. Online learning short courses, webinars on effective leadership techniques, and reviving educational practises after COVID Add-on courses for Job Perfect and the skill-building incubator

**Pedagogical Enrichment-** TSCER strives to give student teachers plenty of opportunities to develop their abilities to be creative and innovative through workshops on innovative teaching tools, A session on developing innovative teaching tools and educational materials for use in classrooms, remedial instruction in practice-based schools

The institution engaged in a variety of activities to help aspiring teachers develop their personalities overall, including sessions on life skills, workshops on the six thinking hats, research on life skills, sessions on soft skills, skills, and creative talks, short courses on human values, community outreach initiatives, and environmental awareness campaigns.

Personality development

Value based transaction

Holistic development

Value-added courses on personality development that include self-understanding, grooming, yoga and wellness sessions, and various self-help sessions are used to develop personality. Student teachers are helped to overcome their shyness and develop their confidence by the teachers' and counselor's ongoing mentoring and coaching

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

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

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

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



**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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** C. Any 3 of the above

File Description	Document
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:** C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

#### Response:

Assessment of student performance Students lessons are guided and receive suggestions by the guidance teacher and pedagogy teacher. Students give their rough lesson plans to the guidance teacher based on the format of the lesson and activities to be conducted in the class. Suggestions are given and after it is approved the students give their lessons in the schools, supervised by the teacher educator who provides feedback on their performance. The students maintain a detailed record of their internship period thought their lesson files. Observation books, reflective journals etc.

Exposure to variety of school set ups-

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

timely guidance povided to students . Students involved in the various activities .

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.9

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

**Response:** 100

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

Response: 1

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.10**

**Nature of internee engagement during internship consists of**

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

**Response:** B. Any 6 or 7 of the above

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

#### **2.4.11**

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

**Internship syllabus for semester Duty charts of the teacher for intership lesson observation and student's timetable. Evaluation of the lessons done by teachers. Peer lesson observation with filled in details. Certificates awarded to students after completion of internship from internship schools.**

Role of School Teachers: Senior professors who serve as mentors for the pupils are in charge of them. The mentors monitor and assess students' performance in the classroom and offer appropriate criticism and advice for improvement. Student instructors are given a variety of responsibilities in the classroom, including maintaining the attendance register, accommodating extracurricular events, correcting homework notebooks, and verifying answer scripts. The internship method includes co-teaching and shadowing the school teacher

Role of Peers: At least five lessons using the same pedagogy and another pedagogy are observed by peers each semester. Lesson feedback is recorded in the observation book. This aids in comprehending various teaching techniques. Additionally, students conduct lessons in pairs. Groups are used for CCA, group activities, team teaching, and other imerage tasks. Concept mapping and brainstorming are used to prepare presentations by peers, school-wise. Peer groups participate in the internship programme and work together to complete

Different tasks allocated for extracurricular activities.

task alocated by schools are completed by interns

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:** 91.43

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
English translation of sanction letter if it is in regional language	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.5.2

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

**Response:** 31.25

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

**Response:** 2

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

### 2.5.3

**Average teaching experience of full time teachers for the last completed academic year.****Response:** 1.43**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 10

File Description	Document
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

**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 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: At least five lessons using the same pedagogy and another pedagogy are observed by peers each semester. Lesson feedback is recorded in the observation book. Concept mapping and brainstorming are used to prepare presentations by peers, school-wise. Peer groups participate in the internship programme and work together to complete various tasks allocated for extracurricular activities. At the university level, they are members of a number of committees and educational bodies, incl, NEP 2020 Perspective, and other topics relating to concerns and trends in education. The instructors attend as speakers, presenters, and session chairs. The Professors have published a number of research studies. They have been awarded patents for their creative educational methods. They have spoken at conferences, and seminars both domestically and abroad. In addition to books on a wide range of topics, seminar proceedings, and numerous articles in peer-reviewed national and international journals, the teachers are also active in the production of the college e-newsletter Horizon.

They have organised programmes and events on topics relevant to education in Collaboration with various institutions. Teachers have received recognition and

Awards for their achievements in education. They organise and contribute towards helping the community through various outreach programmes. By participating in short-term courses and workshops as well as online courses like those offered by Coursera, teachers keep their professional knowledge current. All of the adviser took part in online courses throughout the epidemic to become familiar with digital tools and resources including Google Classroom, Google Meet, Zoom Meet, Google Forms, Google Sheets, and other e-resources in order to deliver excellent educational experiences. Through



Certified Coursera courses, the management offered teachers the chance to raise their expertise. Teachers also hold faculty enrichment sessions where they collaborate with their colleagues and share their knowledge of pertinent subjects with them, such as digital resources, instructional strategies, and research approaches. Teaching activities

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

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

**Response:**

**Place in the institution Response:**

**Formative assessment methods include , trial lessons, , community service, learning resources, internships, and . The accomplishment of PLOS and CLOS serves as evidence of outcomes the abilities acquired include those related to teaching and learning, communication, classroom management, individual involvement, group discussion, leadership, ICT, personality development, and soft skills.**

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.6.3

#### **Mechanism for grievance redressal related to examination is operationally effective**

##### **Response:**

Operationally effective Response:

A strong grievance redressal procedure has been developed at TSCER to address both the individual and group issues of B.Ed. College students. The person in charge of the examination portfolio is in charge of handling complaints about exams. If necessary, students may address their concerns over the examination with their teachers, the Exam Incharge, and the Principal.

- Faculty members brief students on the many elements of the semester-long assessment process at the start of the semester.
- The schedules for the internal evaluation test.... the students' day-to-day performance, which includes attendance, viva voce And assignment submission, participation in internal assessment-relate activity , and exams, is evaluated.
- Students are informed of the schedule for university exams as soon as it is obtained, and it is even posted online. Additionally, the website provides sample university exam questions for users' use.
- 9. The university is notified via email and handwritten letter of any problems that affect tests. If a college student encounters difficulties at another testing location,
- They should inform the university and the principal of that college. 10. After the complaints have

been resolved, the university notifies the exam coordinator and the student as soon as it has got the information from the principal.

- The website and a WhatsApp group are where you can exchange your university exam results. Students who are not satisfied with their university results may request a reevaluation in the college office within 15 business days. The college sends the university all of the reevaluation and reexamination cases. The institution notifies the students of the outcomes of the reevaluation and re-examination.
- The reevaluation is applied for answer scripts and the re-evaluated marks can be obtained during the announcement of reevaluation results of the same semester

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

TSCER creates an academic calendar that follows the schedule of the University of Mumbai. The university maintains an academic calendar focused on NEP goals. The institution's website, notice board, WhatsApp groups, and other channels provide prior notification of all events.

Academic - Year plans are designed and created to cater to the objectives and learning outcomes of the course as well as to provide a variety of learning experiences for the students in order to ensure the smooth conduct of academic activities. The academic calendar lists the semester schedule, college assessment tasks and exams, internships, job placements, extracurricular and curricular events, and more. Portfolio- The portfolio tasks and activities are also prepared well in advance through monthly planner to ensure smooth transactions.

Exams: Exams are administered in accordance with the university's published regulations. To ensure the efficient execution of all operations linked to the internal and external examinations and assessments, an examination committee is established for each academic year. The formal and informal evaluation processes are made clear to students. The college adheres to all instructions provided by the university for the administration of exams and other forms of internal evaluation. The Academic Calendar with Exam dates often displays at the College and Department Notice Board. This is how the rules are

explained to the students at the start of each semester.

Review of the results of the result analysis is done by the lesson guide following each test. Calculated is each course's pass percentage. The Principal keeps an eye on the students' performance and provides the necessary comments to the concerned teaching members. The principal holds department-specific review meetings to provide the essential input for raising student performance.

Progress Reports: The institution continuously assesses the students' performance and informs the parents. If necessary, the tutorial guide will suggest that the parent come to the institution to talk to someone about the student.

Remedial Classes are conducted for the slow learners, absentees. This practice helps struggling learners to update their subject knowledge and helps them to catch up with their peers.

All college exams were moved to the online format during the COVID pandemic lockdown. Following training for both staff and students, the students were given a Google Form examination with multiple choice questions. The custom exams and question bank that were made available to the students aided in their familiarization with the online platform.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

TSCER solely believes in promoting academic excellence thus creating humane. Self-sufficient teachers to meet the local and global challenges. The university strives to promote holistic development while promote student talent. The PLOS are explained to the students during the orientation session, and activities are scheduled accordingly. The SDGS and CLOS based on anticipated learning outcomes are taken into consideration as teachers prepare their academic year.

The activities of the college are aligned in achieving the PLO's and CLO's through

The participation of students. The academic calendar gives a glimpse of the

Pursuit. The calendar is prepared in consultation with teachers, examination, Internship schedule, community and extension work. All announcements with Regard to the curriculum transaction is informed to the students through notices, WhatSapp and website update.

Achieving PLO's and CLO's:

Other

Effective teaching learning: By incorporating MOOCs into education, TSCER hopes to achieve excellent teaching and learning. To improve the teaching and learning process, expert seminars on NEP 2020, current educational trends, novel teaching techniques, and outcome-based evaluation are often held. Learners' Through professional sessions, criticism, and direction, the internship is reinforced, filling in the gaps and bringing about excellence.

Grooming for placements: They are prepared for jobs through in-house placement . During their internship, teaching and learning appliance are supervised and improved; also, they must be prepared for the interview, Students can benefit from value-added courses

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.2

**Average pass percentage of students during the last five years**

**Response:** 57.22

**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
50	25	49	50	32

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

Through the teaching and learning process, TSCER seeks to foster in students all over development development that includes their intellectual and thinking abilities, creativity. Empathy, and life skills. Through a variety of activities, the institution offers students the chance to develop their thinking skills, talents, competencies, and pedagogical practices in order to improve their professional, pedagogical, and personality development and to become compassionate, independent teachers. The Multiple Intelligence Test and the Learning Styles Test are used to determine the admits...

Learning and evaluation are offered. Students gain a broad understanding of school culture through visits to schools from various boards. NEP 2020 expert session provides insight into contemporary developments. Value added courses on communication, personality development, leadership skills, and classroom management help in grooming to the professional expected standards. Students are given enough exposure to presentation skills through seminar, paper reading. Group work, assembly, workshops helps in building the confidence level of students.

Personal attributes: Students who choose to become teachers must grow both professionally and personally. Through a variety of self-help sessions. Counselling, mentorship, tutorials, peer tutoring, group work, and value- T-through

Formative

Evaluation

Evidence of

**Outcomes**

skills achieved

through summative evaluation

Formative assessment methods include quizzes, homework, essays, practice lessons, group projects, community service, learning resources, internships, and book reviews.

The accomplishment of PLOS and CLOS serves as proof of outcomes.

The abilities acquired include those related to teaching and learning, communication, classroom management, individual involvement, group

Discussion, leadership, ICT, personality development, and soft skills.

Summative evaluation is done through University exams.

<b>File Description</b>	<b>Document</b>
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.7.4****Performance of outgoing students in internal assessment**

**Response:** 27

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

**Response:** 27

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.7.5

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

**Response:**

Entry-level: The Principal engages with the students at the time of admission to determine their needs and ambitions, abilities, communication...

Program's general structure. The college, infrastructural features, internal evaluation, code of conduct, benefit programmers, grievance cell, women development, and anti-ragging cell are all adequately explained to students. An ability test, learning styles an Multiple Intelligence test is conducted to assess the entry

Level of students. Identifying the learner needs the students are given

Opportunities for spread learning experiences, learning spaces. Referral books.

Value added courses, self-study courses, guidance, tutorial groups are assigned.

Midterm Assessment: Following the start of the semester, students are regularly traced and examined via essays, exams in class, assignments, and group projects. And presentations. Performance on these is assess, and students who score below 70% receive support in the form of mentoring, counselling, study groups, longer library hours, peer tutoring, extra resources, books, and electronic content. More guidance is provided to students who receive more than 70% of the marks in skill development classes and preparation for competitive tests. During the midterm evaluation, counselling and guidance are heavily included. It aids students in developing their skills and tackling issues when they arise so that they can produce meaningful outcomes that contribute to overall growth. During internship, supervisors provide feedback that helps students in realizing

Their shortcoming and harness the strengths in lesson presentation. Feedback From peers is also encouraged.



Exit level: oral feedback has been taken an examination of the students' total performance for each semester, the tutorial teachers assess their performance once the course is over. This provides a transparent picture of the progress each student has achieved from entry level to exit level. The successes seen in the students' CCA, exams, internships, and other project-based courses show how the students have developed gradually through a variety of teaching-learning experiences and other chances for personal growth.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** 0.2

**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	1

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

#### 3.1.2

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

**Response:** 0.03

**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	0.16

<b>File Description</b>	<b>Document</b>
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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

**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	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:** 1.25

**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	3	1	4

<b>File Description</b>	<b>Document</b>
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3 Outreach Activities****3.3.1**

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

**Response:** 0.2

**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
0	0	0	0	1

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.2

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

**Response: 5.75**

**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
00	00	00	00	25

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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: 48.51**

**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
37	46	48	35	45

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

### 3.3.4

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

##### **Response:**

Being a part of the community TSCER understands that One of the most important things one can do on this earth is to let people know that they are not alone. TSCER always the staff members as well as the students to participate in initiatives that will positively impact the local and global thus assist to make a difference in the community.

TSCER strongly believes in nurturing humane values among its students, each of the activities like teaching-learning, co-curricular, guest lectures, webinars, cultural, extension work, etc. foster value-based transactions. Various activities are organised with collaborating institutions like internship institutions, Department of Education, University of Mumbai, Lions Club, Kandivali, NGO-Srushtidnyan, AIESEC, Heartfulness education trust, Homi Bhabha institute participating in intercollegiate competition.

TSCER regularly conducts morning assemblies, workshops, seminars, street play at Kandivali, expert lectures for sensitizing students to various social issues like gender inequality, illiteracy, caste system, environmental degradation, child labour, corruption, etc. for the action-oriented community outreach tasks.

Under women development cell through various expert talks, poster-making, women rights session and nurturing entrepreneurial skills, competitions, cultural events, Gender sensitization is done successfully. It helps students to understand the importance of gender parity. Expert session on Yoga, meditation and Wellness helps students to be aware of healthy living and practice healthy lifestyle. TSCER organizes various art competitions, online and offline quiz competition, poster competition, slogan writing competition, VENTEL activities thus highlighting the need to contribute for the well being and for the betterment of the community.

Being responsible towards the community at large TSCER follows the Sustainable Development Goals (SDG) thus various academic, co-curricular, cultural, educational visits, etc are organised to address the need of the SDG's. MGNCRE sponsored experiential programme, various days of celebration, Swachhta Action Plan (SAP) is taken up in a meticulous manner at TSCER to spread awareness and sensitize the immediate need for action to be taken by the future generation for the sustainable environment.

Street plays, extension activities are always undertaken on pertinent issues that need to be addressed and be aware in the society such as female inf-anticide, dowry issues, women entrepreneurs, human rights.

Thus, TSCER is always ahead in developing awareness and sensitizing students towards community development through the multiple activities.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.5

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

**Response:** 4

**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	1	1	1	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



### 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:** 1.6

**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	1	2	1	2

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 10

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

**Response:** 10

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

4.1.1 The Institution has well equipped classrooms, laboratories and computer resource room to facilitate better teaching learning The institution has a well planned infrastructure not only for carrying out teaching learning but also for fitness which includes sports field, fitness center, equipment, sports complex, etc. keeping in mind the all around development of each child in the institution

**Response:**

Thakur Shyamnarayan College of Education & Research The Institution has sufficient infrastructure and has well-built mechanism for the proper utilization of physical facilities for teaching and learning. The institution has 9 spacious, well-ventilated classrooms available with adequate seating capacity, LCD, Wi-Fi facilities, 1 high tech auditorium seminar halls, 1 computer laboratory, well equipped library with digital facilities, N-List. The college library is spacious, well light, aptly ventilated, easily accessible, with enriched availability of textual resources consisting of text books for not only the school students but also the junior college students and B.Ed student-teachers, reference books of various authors, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, dissertations and newspapers. The library is fully digital which means a software developed for library is used for library transaction. *Education Technology Cell ,Teaching Aid Room ,Computing facilities, Art & Craft Resource Centre Girls Common Room ,Boys Common Room Sports field: Music Room, Fitness Centre ,Canteen ,lift , ramp for inclusive students, Language Lab is available with Wordsworth software and with local LAN.all these are available in the college Campus. Environmental, mathematics and Science club available to conduct various activities to maintain sustainability.*

In meeting and being at par with the latest the digital need, the college renders the most valuable tool in the form of ICT for the execution of daily academic and administrative activities in an easy, efficient and transparent manner, to enhance and enrich their teaching learning process along with becoming techno savvy. The college provides adequate number of computers, printers, scanners, LCD with projector to help students to learn not only verbally but also through pictorial representation. A well equipped computer resource room with requisite numbers of computers is made accessible to the students to instill ICT skills in them. All the computers in laboratories are connected with LAN and have an internet facility. During Covid-19 lock down teachers of our college adopted online teaching mode through many digital platforms like ZOOM, Google meet, Google classroom etc. The institution has purchased the Teach us for online Exams. The college

has a Face book account with more than 700 followers.

The college has an established system for proper utilization and maintenance of physical, academic and support facilities. To ensure the smooth functioning of the system and to solve all the short and long term problems at college various committees have been formed, that regularly monitors and evaluates the requirement of maintaining physical, academic and support facilities. All the equipment is purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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: 4

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

Response: 4

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

#### 4.1.3

**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years****Response:** 7.31**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
2.77	7.13	5.33	5.57	1.46

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:****1. Library as a Learning Resource**

The library of Thakur Shyamnarayan College of Education and Research is a heart of the institution which serves as a treasure house of knowledge for its students and teachers. With the goal to help students and teachers expand their knowledge the institution has a good collection of books, encyclopaedia, dictionaries, reference books, journals and magazines, CDs along with books, daily newspapers. Throughout the year efforts were taken to make the library richer and up-to-date. At the beginning of the college TSCER (B.Ed.) in the year 2008-2009 session we had 3152 books and every year increased books in the library and currently we have 6048 books in our library. The library currently subscribes to about 19 journals, magazines and news papers available in Marathi, Hindi and English language. The students teachers have actively used the library for their knowledge enrichment and reference. We provide them easy accessibility to variety of books which are useful for them for practice teaching, daily experiences, academic references, etc. The librarian provides health learning environment and guided approach to quench their thirst for learning. The librarian informed about the library. At the beginning in the college he also takes an orientation programme about the library for the new academic students in every year and he tells to the students about the library. How to use it books from the library? if you need any books for study to suggest to from librarian. He provides services to the

students e-books (CDs) along with books , reference books , encyclopaedia , dictionary and teaching related books with Maharashtra state board books available standard from 5th to 12th for the students and staff members he also new arrived books in the library then it display on the table in library and notice board also give inform to the students and staff members we have arranged the books method wise and subject wise books in library. Students have take the books from library for one week and if they need books more days to the students we renewal one week to the students. In the library is in close access system and students demand to the books and give it to them .

<b>File Description</b>	<b>Document</b>
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.2

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

**Response:**

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

#### 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

<b>File Description</b>	<b>Document</b>
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.2.4**

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

**Response:** 0.11

**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
00	00	0.40	0.01	0.13

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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 2.1

**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: 40

**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: 35

**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: 45

**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: 55

**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: 50

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>

#### 4.2.6

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

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

**Response:** D. Any 1 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

- 1.ICT Infrastructure**



**1. Institution updates its ICT facilities including Wi-Fi Response:**

21st century demands a skilled individual in every sector be it in education, business, jobs. We live in a world where constant change takes place, in order to survive and live a better lifestyle we need to be highly skilled. ICT plays a profound role in making skilled individuals. It promotes skills such as creativeness, critical thinking,

communication, management and organisational skills etc Today, it is essential for the students to learn and master the latest technologies in order to be able to take all the upcoming challenges the world has to put through. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education and also to prepare students to take up all the digital changes that take place in the coming years . The college has good IT facilities available for teaching-learning, research and administration. The institute has spacious, fully equipped lecture Halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. SMART Classrooms are our tool for more effective and efficient teaching. Our goal is to standardize all multimedia equipment in every lecture Hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus. Wi-Fi facility is made available to all faculty members and students inside the campus (Internet speed of Wi-Fi is 50 mbps.).

As per the requirements of the college the college upgraded its hardware, software and allied IT facilities over the years . The college tries to update the latest technology in computing and IT fields regularly. In 2016-17 institute was equipped with ICT resources like 36 desktops ,two laptops 1 LED ,5 DLP projectors, 1 computer speaker , 1 LED TV AND 1 Pen drive in 2017-18 institute upgraded its ICT equipment and add some more devices like 11 headphone – for language lab 1-webcam 1-Printer (HP LASERJET 3in 1).In the present year institute is equipped with upgraded ICT facilities like new Webcams, tripod and Smart Boards.

<b>File Description</b>	<b>Document</b>
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.3.2**

**Student – Computer ratio for last completed academic year**

**Response:** 1.96

<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3.3****Internet bandwidth available in the institution****Response:** 200**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 200

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

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

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

**Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**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:** 1.48**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
0.31	0.31	1.17	1.06	1.65

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:****SPORTS CELL**

Keeping in mind the co-curricular development of the students the institution has formed a sports cell which looks after organising all the outdoor and indoor sports activities and competitions including intra as well as inter collegiate, for maintaining all the equipments. The institution has indoor games such as chess, carrom and brainvita in the boys common room. It also has a badminton court, a football turf, a cricket turf and a playground for students to practice various types of sports. Safety equipments have been maintained for the students as well.

**LABORATORIES**

The institution has well furnished laboratories for physics, chemistry, biology and computer science 1 & 2.

The laboratories are well equipped with all apparatus, tools and equipments for the students and teachers which they can use and conduct the experiments and get a hands on experience.

Personnels have been hired to maintain and update the laboratories as per the requirements.

Computer laboratories are well updated with softwares such as java, python,c++ etc that help teachers to deliver their lecture in the best possible way and also enhances the students knowledge of coding.

#### LIBRARY

1. Withdrawal of reference and other books which are not useful
2. Timely updating new edition of reference books as and when published
3. Issuing of library borrowing card for every student and teacher
4. Loss of library card by the reader should be immediately informed to the librarian
5. Replacement of books with same edition or latest edition published should be done by the reader incase if the book is lost
6. Strict actions are taken if the book returned by the book reader has pencil or pen markings, torn, the binding has become loose or not in a proper condition.

#### CLASSROOM MANAGEMENT

The infrastructure of institution is well planned. It has special classrooms which are simply just not classrooms but lecture halls and can accommodate approximate 100 students. The classrooms is well equipped and maintained with smart boards, projector, mics and speaker. To ensure the safety of each individual CCTV cameras have been installed.

Classroom supplies are maintained as per the requirement. Proper cleaning and sanitation of the classrooms is done daily

#### COMPUTERS AND SOFTWARE

Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, Printers, software, CCTV, Fire extinguisher, garden and security are in place.

#### WEBSITE

Website is maintained and updated with the help of external professionals. It is timely updated

File Description	Document
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>
Link for additional inflrmation	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 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:** C. Any 6 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:** D. Any 2 of the above

File Description	Document
Samples of grievance submitted offline	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 33.01**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
30	4	5	13	16

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.2**

**Percentage of student progression to higher education during the last completed academic year****Response:** 0**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****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**

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:** 3.88**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
6	0	0	0	2

**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:****Response:****Structure:** The student council is a group of students who help plan college events as well as different activities and represent the student body in college meetings and also serves as a liaison between students



and professors. Every year college appoint student council through the election process.

**Composition of Students Council:** Peers are elected the student council to represent them. It comprises of a president, secretary and other members.

- **President** – The President is elected by the student body through a democratic voting process. Its duties include leading meetings, representing the student body and working with the professors to improve the college. It must be a student who is enrolled in the college, 80% attendance in the last academic session attended and good conduct in the college as per college records.
- **Secretary** - The Secretary is elected by the student body through a democratic voting process. Its duties to keep the records and minutes of all the college events and activities. It must be a student who is enrolled in the college, 80% attendance in the last academic session attended and good conduct in the college as per college records.
- **Council Members** – The members are from the college for the enroll of the student council.

#### **Function of the Student Council**

- **President** – Lead and represent the student body, leading meetings, setting agendas and communicating with the college professors.
- **Secretary** – Take minutes, keep records and communicate with members.
- **Council members** – Representing the student body, providing input on college decisions and attending meetings.

Role of student's council members is evident through cultural programs, sports events, women empowerment, alumni meet, students' welfare, etc.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **5.3.2**

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

**Response: 5****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
5	5	5	4	6

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

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

**Response:****Response:**

The alumni are the group of former students or graduates who are still remotely associated to the institution. As they have previously studied in the institution, they share an emotional bond with the institution.

The Thakur Shyamnarayan College of Education and Research (TSCER) alumni are well placed across different institutions such as schools, colleges, professional courses, universities etc. and in diverse fields like teaching, social work, corporate trainings, professional fields etc. The alumni are the greatest cheerleaders. They develop word-of-mouth marketing among all their social and professional handles. They also serve as role models motivating the current students and guiding them in their career path. These alumni are our institution's most valuable and loyal supporter.

**The Objectives of TSCER Alumni:-**

- Maintaining the updates and information of all alumni
- Participate in teaching practices and internship
- Provide opportunities in placement

**The TSCER Alumni have contributed significantly through various activities in the last five years:-**

- Motivating new students
- Organizing various activities
- They support in placements
- They support in internship programs
- They deliver guest lectures

**Two Significant Contributions by Alumni:-**

**1.Placement and Internship**

The TSCER alumni contributes greatly to the placement and internship through their professional networks. They have helped to contribute greatly to the internship and placement efforts.

**2. To motivate new students**

The TSCER alumni has been developing the confidence of current students and fostering their morale to try out possible avenues and appear for possible available opportunities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### 5.4.3

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

**Response:** 5

##### 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	1	1	1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:**

**Response:**

It is a great honor for TSCER that it has a strong Alumni group that strengthens the network among the alumni, faculty and management and develops an integral relationship with students of the Institute. The alumni group conducts meetings every year as it is a good opportunity for them to reunite and cherish

their experiences. The institution gives a lot of importance to the suggestions given by the alumni and implements the services for the development of the institution. An alumni meet is organized by the college annually. There are many activities conducted for the alumni and they are given with souvenirs like momentos, bouquets, dairies etc. The college conducts one meeting every year with the alumni group. For this a separate room is being allocated to the alumni where they can share their ideas and views. These gatherings provide a platform for the former alumni to provide their suggestions regarding the workings and infrastructure of the institute. Alumni plays a very important role in the internship and campus placement through their various professional contacts and also by motivating the students for the interview process through various tips and tricks. The institution also engages the alumni opinions in many ways such as collecting suggestions, feedback on existing curriculum, various updates on emerging trends etc. through various networking platforms like Whatsapp.

In every Alumni meeting, a talk is arranged on different aspects by the alumni for the students. The topics vary on different subjects, demonstration on different pedagogy subjects, skills on becoming a good teacher, ideas related to constructivist approach, interview skills etc. All these activities are done with regard to motivating the students and nurturing the talents so that they excel in their professional careers.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:**

**Response:**

**The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission.**

**Vision:**

**Thakur Shyamnarayan College of Education and Research will be a leader in the integration of teaching, learning and research.”**

**“Our college shall prepare professionals to be world leaders who provide leadership and exemplary educational services to improve the lives of the individual in an ever changing and complex global society.”**

**Mission:**

**“To provide outstanding educators and researchers through the art of teaching, learning and research”.**

**Nature of Governance:**

**Thakur Shyamnarayan College of Education and research has a visionary management. All the stakeholders are active in the functioning of the institution. The goal of the institution is to ensure such a learning environment that prepares professional teachers for the 21st century. Governance of the institution is transparent and very much reflective. The management has delegated the responsibilities to the principal and it was further delegated to teaching and non teaching staff. Various committees and cells are formed for various tasks. Our ultimate goal is to give maximum exposure to our students to become the most efficient teachers to cater the need of 21st century learners.**

**Following are the strategies we follow:**

- **All the rules and regulations are followed in the appointment of teaching and non teaching**

staff.

- All necessary approvals are taken
- All necessary approvals are taken

The college has all the required facilities to give students maximum exposure.

The institution's teaching methodology is open and liberal to the point where students are encouraged to participate more and offer feedback so that the college can improvise on its resources as and when necessary.

The college administration continues to take part in industry gatherings and intra-college competitions to give students a variety of opportunities to see their genuine worth and potential.

The college regularly introduces short-term courses, engages in research and development, continuously growing its library, and offers seed money to enhance the computer lab, language lab, and other teaching resources in order to equip its students with the most up-to-date industry standards skill-set.

TSCER does more than just impart knowledge; it also focuses on developing its students' personalities. In order to provide their students with self-defense skills that they can employ in life-threatening situations, the college organizes self-defense and disaster management workshops also.

The College Management continually makes investments in the newest technology, faculty development and pedagogy, and other extracurricular activities to deliver cutting-edge education and give students a skill-set to meet the demands of the modern environment. This is done to keep up with the dynamics of the constantly changing market and students' needs.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2

## **Institution practices decentralization and participative management**

**Response:**

**Response:**

**For decentralization, Thakur Shyamnarayan College of Education and Research has two major bodies i.e. The College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC).**

**Both are working as a bridge between students, teachers, parents and management. Various IQAC and CDC meetings are conducted to discuss the strategies and concerns related to the institution. TSCER has been decentralized with the help of 16 different cells to look after different types of activities in an efficient way. The college's management welcomes feedback from its staff and students as well as regularly considers their proposals to improve the quality of education and facilities. All the stakeholders are constantly in touch with the institute.**

### **IQAC**

**The IQAC was set up by the College in 2017 and plays a crucial role at both academic and administrative level, e.g. school participation, environmental activities, green initiatives, enriching programs etc. Committees include members of administration, the principal, faculty, staff, frontline workers and alumni. The administration of the university is decentralized through the Thakur Educational Trust to college development committee and IQAC director, after which the work of the college is divided into academic and administrative work. The head of the college and the members of the committees prepare the schedules of training, co-curricular and extracurricular events under the direction of the director. These plans are drawn up and then implemented after receiving approval from the relevant authority**

### **CDC**

**College Development Committee is the main body of the institution that plans and implements development activities. It takes the responsibility of the overall development of the entire institution. Our institution formed CDC in June 2018. Following is the role of the CDC.**

- Decides the general curricula or annual calendar of the university.**
- Recommend the introduction of new academic courses to the administration.**
- To review the self-financed courses, if any, of the college and make suggestions for their improvement.**

**Thus institution ensure the participation of all the stackholders through these two committees and the Academic cells.**



<b>File Description</b>	<b>Document</b>
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

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

**Response:**

**Response:**

#### **Financial Transparency**

**TSCER upholds transparency in its administrative, academic, and financial operations by outlining its vision and mission goals at all levels. At the start of each year, the Governing body is provided with any significant budget-related issues and financial budget plans for approval. Depending on their success, institute staff are eligible for compensation increases each year.**

**The college has an Internal and External audit system that is accessible to all, and the college has an Annual budget provision for future betterment.**

#### **Academic Transparency**

**The academic calendar, which outlines the numerous activities in advance, is closely followed by TSCER. Facebook and its website are used to announce admissions. All pertinent information is covered in the prospectus and on the college's website.**

**Every year, during the fourth semester, the college hosts a placement week on campus. During the two years of the internship program, the college offers advanced and cutting-edge methods of teaching-learning. We also give preference to locations so that students can commute regularly and without difficulty for internships. We regularly solicit input from students. The internal assessment, which consists of a number of components, makes sure that students keep track of their performance, development, and evaluation fairness. Remedial education programs and a method for resolving complaints are available. We provide faculty members and all students with access to an online library. In the morning assembly, we give each student access to resources for reading the day's news and presenting their thoughts.**

**TSCER makes all of its curriculum, events, future events, and other information available on its website in order to promote academic transparency. We actively promote all of the college events**

on our Facebook page. Additionally, we have an active alumni association and alumni Facebook that frequently contribute directly or indirectly to the advancement of the college.

### Administrative Transparency

According to the Maharashtra Public University Act of 2016, the college has a College Development Committee (CDC) that serves as a liaison between the college, students, and administration. The CDC holds frequent meetings to examine issues pertaining to teacher, student, and college development. Promotion of employees and hiring are both done in a transparent manner. The college has formed the IQAC, which is essential to operations both academic and managerial. In the college 16 different cells are created to manage various activities. The committees are made up of management representatives, the principal, faculty members, staff members, students, famous people, and alumni. Academic work in the college was divided into curriculum and co-curriculum activities, and administrative work was split between the administrative committee and student welfare.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed**

**Response:**

**Response:**

The IQAC through deliberations with the stakeholders makes a prospective plan for the development of academic, administrative, and infrastructural facilities and approval is taken from management. The perspective plans of every year are closely associated with the vision, mission, and goal of the institution. The college has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment. The purpose of the plan was to strengthen the functioning of the institution.

The following steps were taken for better quality.

**-Increase in the number of computers**

**-Increase in the furniture**

**-upgradation of Library facilities**

**-Exposure to the expert's talk**

Now the college is well-equipped with all the facilities. The result of these college facilities is reflected in the happiness of students. The teaching-Learning process has become more effective. Furniture in the classrooms, Library has been increased. Sports equipment is very essential for the holistic development of students. so the institution has also worked on it. Management has also provided a new auditorium.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

**Response:**

**Thakur College of Education and Research is affiliated to the University of Mumbai, Mumbai. According to the institution's philosophy, the administrative Bodies, Councils, Committees, and Boards are run in a highly open and transparent manner. One of our institution's strongest advantages is its open audit process. The internal organizational structure of the College has changed over time.**

**The system of governance is as follows:**

**The Governing Council, Advisory Board, and College Development Committee are the Statutory Bodies of the College. These organizations, together with the IQAC, are crucial in developing and carrying out policies. The Governing Council serves as the College's executive body, making decisions and formulating plans that are appropriate for the institution's growth. The Advisory Board, which was established in accordance with UGC laws, is in charge of reviewing suggestions**

for study plans, academic rules, curricula, syllabi, and the creation of assessment procedures

The institution's chief administrative officer, or principal, is in charge of all administrative functions. Faculty members and the department head support the principle. They all talk about the important initiatives and problems facing the College, and they assist the principal in running the school.

The Internal Quality Assurance Committee (IQAC) exists at the college level. The IQAC is crucial in ensuring that the institution's internal standards are being met.

The academic division of the institution has a focus on Extension and Outreach Programmes and offers venues for staff and students to engage with the local community.

**College Committees:** Various committees are constituted for the planning, preparation, and execution of academic, administrative, and extra-curricular purposes. Each committee consists of a chairman and members. It is through these committees that the college seeks decentralization of the power structure. The Curricular aspects are handled by Exam Cell, Library, and Research cell. Co-curricular activities include Arts, Sports, and Literary Clubs.

The Placement Cell, Discipline Cell, Grievance Cell, and Alumni Association all support student welfare in some way. The administrative personnel of the institution is organized according to a clear organizational framework. The College office, which consists of Administrative and Support Staff, works with the principal to coordinate the administrative tasks assigned to the Office Superintendent.

**Recruitment and service rules:**

All appointments are made through the selection committee constituted by the management of Thakur Educational Trust/University. In accordance with Mumbai University policy, a list of vacant posts is prepared. After approval of the list, an advertisement in the newspaper is published for inviting applications along with testimonials. A list of suitable candidates is prepared after scrutinization and they are called for interview by the selection committee. After the interview selected candidates are given appointment letters.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.3

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

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

**Response:** A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.2.4

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

**Response:**

**Response:**

**For the purpose of organizing and carrying out a variety of activities, Thakur Shyamnarayan College of Education and Research established numerous committees and cells. Members are appointed to committees and cells before the start of the session (if needed) to ensure proper operation. The committees/cells hold frequent meetings to address pertinent problems and make the necessary decisions. Appropriate minutes are given after each meeting. Various cells' goals are to encourage teamwork among the students, bring out their varied abilities, and take into account their complete personality development.**

**Endeavors are constantly made to carry out and execute all plans and choices really remembering the government assistance of the understudies and the general turn of events of the foundation. Official statements are likewise given by the organization to unveil any huge accomplishment. The college additionally gives significant data on the website and notice board. The different bodies and boards of trustees present in the college make it a point that the scholar and social schedule is carried out promptly.**

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

#### Response:

#### Response:

The welfare of the staff is essential for the functioning of the institution. Thakur College of Education and Research has effective welfare programs for both teaching staff and non-teaching staff.

Leaves: All the teaching and non-teaching staff are provided with duty as well as other leaves.

Maternity leave: Lady staff members are given maternity leave for 6 months with salary and an agreement to resume their work as soon as they are comfortable.

Promotion or salary increase: Both teaching and non-teaching staff are given promotion or salary increases depending on their qualification, services, and results of performance appraisal.

Fee Concession: The College also offers fee concessions to the wards of teaching or non-teaching staff members.

Research assistance: Faculty members are provided with publication incentives, the cost of registration, and participation in national or international conferences/ seminars.

Career Development: Faculty members are encouraged to take part in short-term courses, workshops, and other faculty development programs to develop their skills.

Recreation Programs: Teaching and Non-Teaching staff members are encouraged to go on recreational trips. Cultural programs are also organized where all Teaching and non-Teaching Staff members have yearly get-togethers with their families.

Fees Concession: The College also offers fee concessions to the wards of Teaching or Non-Teaching Staff Members.

Publishing Assistance: Faculty members are provided with publication incentives, the cost of registration, and participation in national or international conferences/seminars.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 15.63

**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
0	0	0	3	2

File Description	Document
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 6

**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
1	1	2	1	1

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 21.88

**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
2	2	1	1	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.5**

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



**Response:**

**Response:**

In order to accomplish the overall institutional goal and vision, an effective performance assessment system strives to improve the overall institutional performance of teaching and non-teaching employees. The Institute has adopted the same and is using an evaluation system. The effectiveness of academic management (related activities to teaching, learning, and evaluation), co-curricular, extensions, professional development activities, research publications, academic contributions, and code of conduct (punctuality and regularity) are the categories into which performances are grouped in this scheme. The information relevant to the aforementioned categories is gathered from faculty members and non-teaching employees towards the conclusion of each academic year. Additionally, at the end of the semester, students are given feedback forms to help teachers and administrators learn more about how they might improve. The principal and the department head create a team that reviews the student feedback forms and suggests practical ways to enhance the teaching-learning process. Feedback is gathered from each department for non-teaching personnel, and evaluations are given. Providing feedback to employees about their performance helps them to raise their bar every year.

**The parameters adopted for Teaching Faculty Appraisal are the following:**

- Communication skills
- Conducting the classroom discussions
- Teaching the subject matter
- Skill of linking subject to life experience & creating interest in the subject
- Uses of innovative teaching methods
- Control mechanism in effectively conducting the class
- Students' participation in the class
- Skills of addressing inappropriate behaviour of student
- Inspires students for ethical conduct
- Conducting the classroom discussions
- Teaching the subject matter
- Skill of linking subject to life experience & creating interest in the subject

**parameters adopted for Non-Teaching Staff are:**

- Job Knowledge and Skills
- Exceeds job requirements
- Initiative and motivation
- Partially meets job requirement
- General Conduct

**Thus performance appraisal system is very beneficial.**

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

#### **Response:**

The college budget incorporates repeating costs such as compensations, power, web charges, stationery, other consumable expenses and non-recurring costs such as lab buys, furniture and other advancement costs. Concerned Committees keep track of how the money is spent. The Institute hires a Chartered Accountant to do internal financial audits on a yearly basis. The institution's financial management system has been computerised, and tally software controls all of the accounts. Every question or explanation posed by the CA is answered. The institution finances are managed in a very transparent manner. Individual faculty members document their purchase requirements and submit it to the Head of the Institution. Which in turn is forwarded to the financial committee. All accounting activities of the College are taken care of and checked by college auditors. 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 are documented. If any irregularities are there then corrective measures are taken.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>

### 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**

Data as per Data Template

[View Document](#)**6.4.3**

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

**Response:**

**Response:**

**Since Thakur Shyamnarayan College of Education and Research is a self-financed institution, money from government agencies or non-governmental organisations have not been provided. Thus the college does not get any grant for the conduct of the programme. The only sources of revenues are the fee we get from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual budget of the college. The College utilizes these funds for the resources like library, computer lab, infrastuctural upgradation, co-curricular activities, repair and maintainance, researh projects etc. For this our Budgeting and auditing procedures are regular and standardized. we make sure of the optimum utilization of the funds for the betterment of the students.**

**File Description****Document**

Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal

[View Document](#)

Any additional information

[View Document](#)

Link for additional information

[View Document](#)**6.5 Internal Quality Assurance System****6.5.1**

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

**Response:**

**Response:**

The Thakur Shyamnarayan College of Education and Research aims to give student teachers the maximum opportunity for a overall development that would enable them to serve society after the course is over. The establishment of IQAC is a tangible step in the direction of student growth. The main responsibility of the IQAC is to create a method for the institute's overall performance in general and student performance in particular to be improved purposefully and consistently. In this regard, in the year 2015, the IQAC of the College was established. Its members included teachers, members of the Institute's management, senior administrative officers, and nominees from the local authority, students, alumni, employers, and stakeholders. It was chaired by our principal, Dr. Megha Gokhe, and coordinated by Mrs. Foram Patel.

To make sure that college functioning is clear and focused on improving quality through various ways the IQAC was established to provide a system of awareness for ongoing institutional performance improvement in terms of academic and administrative issues. From 2015 onwards, IQAC was constituted with the following goals:

- Setting quality benchmarks with consistent work
- Creating parameters to reach academic as well as non-academic learning goals
- Creating a student-centric teaching-learning environment
- Enabling faculty to efficiently use ed Tech tools for innovation in education
- Considering the feedback of students, faculty & parents for the best practices
- Organizing various workshops & seminars for the quality education environment
- Documenting all the activities in chronological order & keeping a tab on improvements

<b>File Description</b>	<b>Document</b>
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **6.5.2**

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

**Response:**

**Response:**

The institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which includes different cells like Women Development Cell, Discipline Cell, Cocurricular Activity Cell, Library Cell, , Examination Cell, Alumni Cell, Grievance Cell, Anti Ragging Squad, Internal Compliance Cell, Research Cell, Admission Cell etc. Under the direction of IQAC, the Institute has implemented a number of high-quality initiatives to enhance the teaching-learning process, including the organisation of seminars, workshops, annual carnivals, graduation ceremonies, field trips for students, faculty development programmes, value-added courses for students, and more. ICT resources for teaching and learning are encouraged.

Institute reviews its teaching learning process through taking feedbacks in different areas:

- Feedback from students, teachers and alumni on curriculum aspects is taken on a continuous basis, it is analyzed and appropriate steps are taken for improvement.
- Feedback of teachers is taken from students and accordingly suggestions are given.
- Feedbacks are collected after conduct of different activities. These feedbacks are collected and consolidated at the institutional level. The corrective actions are taken through IQAC.
- Self-Appraisal Forms are collected from faculty.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.5.3**

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

**Response: 11**

**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
15	7	14	11	8

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** B. Any 3 of the above

File Description	Document
Feedback analysis report	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

#### 6.5.5

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

**Response:**

**Response:**

Thakur Shyamnarayan College of Education and Research is continuously working towards the quality of academic and administrative aspects of the institution. For this our IQAC reviews each activity and give necessary suggestions. Following strategies are used for the quality enhancement:

- Academic calendar is prepared in the starting of the year and at the end of the year it is reviewed and necessary measures are suggested for the betterment.
- Guardian group was formed to take care of students' academic, personal, emotional wellbeing.
- Different cells are working towards different goals to cover various aspects of the working of the entire institution.
- Women Development cell and Environment club is conducting various activities to address two major concerns of 21st century i.e. Women empowerment and sustainability.
- Thakur Shyamnarayan College of Education and Research established a number of MOUs with varied organizations, schools, colleges & universities on the suggestion of IQAC to assure the quality of Education.
- Teaching and Non teaching staff are given all the support from the management for their professional development.
- Infrastructural upgradation was done as per the requirement of the students.
- Community outreach program is also given importance. Extension activities are offered and students were encouraged to take up extension projects.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

Energy conservation measures are the upgrades, retrofits, repairs and replacements that TSCER has executed to become more energy efficient. TSCER always strives to encourage and believes in building a place which practices sustainable development in each work implemented at TSCER. To continue each ecofriendly practices in the college the Environment Club Policy (ECP) is created to raise awareness on the issues of pollution, conservation of resources and promoting the green way of life. These practices and measures can significantly reduce operating costs while providing operational benefits by allowing institution to replace old, outdated equipment.

**Goal:** To achieve the goal of “GO GREEN” every year. The main purpose is to give respect to the Environment and to Envision a Natural world.

**Objectives:**

1. To motivate the students to keep their surroundings green and clean.
2. To celebrate environment related days.
3. To organize cleanliness drives in the nearby villages.
4. To educate the students as well as to the community about reuse of waste material.
5. To organize tree plantation programs.
6. To organize awareness programs such as quizzes, essay, painting competition, rallies, street play etc.
7. To sensitize the students to minimize the use of plastic bags, not to throw them in public places as they choke drains and sewers, causes water logging and provide breeding for mosquitoes. An **Energy Conservation Measure** or **ECM** for short, is a single initiative that TSCER has undertaken to reduce the energy consumption of a particular piece of equipment or a certain aspect of essential building services; energy conservation measures or ECMs are pluralistic and therefore imply a combination of several ECM initiatives to reduce energy consumption across an entire facility or building.

**TSCER’s energy-saving tips:**

- 1.i. Lights, fans and electrical appliances are switched off when leaving the room.
- ii. Energy-saving LED lights are placed all over the institution.
- iii. We understand and improve our institution's energy use regularly.
- iv. We turn off electrical equipment between lessons if it is not going to be used in consecutive



classes.

v. We try to get the best energy deals to save energy.

vi. We insulate our roof.

Energy conservation is an inevitable requirement for sustainable development for higher education institutes. **TSCER** has developed framework and energy guidelines adhering to national policy for energy conservation on 7th August 2017.

Saving Energy -The **TSCER** building has adopted a passive design principles. The building is designed and constructed parallel to north south directions to ensure less relative heat inside thus saving energy. The exterior walls of the building consist of red sandstone as cladding which is a high SRI material thus keeping internal climate controlled. In the bigger picture the total energy demand from operation is reduced. The use of energy efficient equipment is promoted in the institute. The institute uses Installation of energy star products for electrical and HVAC upgrades to reduce energy consumption. Promotion of energy efficient lighting systems by using LED Lamps instead of using incandescent lamps in the campus which require 1/8th of the energy to light the same room.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.2

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

##### **Response:**

Waste Management is a joint responsibility of local government as well as of private organizations and individuals. Institute has designed an integrated Waste management system for optimizing and analyzing waste. It is based on the concept that all aspects of waste management should be analyzed together. The concept of waste as ‘a material which has no use’ has changed to ‘resource at the wrong place’. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly.

TSCER follows the ‘Reduce the Waste Policy’. The waste generation is reduced by putting a thought before action. The college promotes paperless transactions and reuse of the things like files etc.

**Policy Statement:** TSCER strictly adheres to the policy that all types of wastes are disposed of

responsibly by using proper waste segregation mechanism at the source. TSCER strongly believes in reduce, reuse, and recycle waste products. It is mandatory for students, teachers, non-teaching staff, and guests to adhere to the policy.

Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management. In TSCER, waste management practices are differentiated into three parts:

Solid Waste Management

Liquid Waste Management

E- Waste Management

The entire spectrum of solid waste generation, segregation and collection is processed systematically in the campus. Mixed waste is useless as a resource until waste separation at source is practiced thus the waste generated by the institute is separated in three separated streams namely biodegradable, non-biodegradable and domestic hazardous wastes in suitable bins.

Biodegradable waste is generated in the institute from raw material and leftovers of food items from college's kitchen. Also the tree droppings from the campus green area contribute to it. These are treated through organic waste composter and waste is created into manure. Non-biodegradable solid waste is handed over to the municipal approved landfill site.

Liquid Waste Management: The institute uses water efficient fixtures in the campus which generate less discharge of waste water. The waste water generated from R.O treatment in the institute is reused to recharge ground water tables through a network of lines. Institute also conserves the rainwater through harvesting the runoff water from previous surfaces to the rain harvesting pit. This in return reduces the load on municipal sewage lines and also recharges the ground water table.

E-Waste of electronic waste broadly describes discarded, surplus, broken or obsolete electronic devices and machines. The rapid growths of technology, up gradation of innovation and high rate of obsolescence have led to one of the fastest growing waste streams of E- waste. The E-waste is managed in the institute through collection of items from staff, faculty & students at common places and conducting an auction to authorize recyclers.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 7.1.5

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

**Response:**

**Cleanliness:** TSCER assures that the campus and the surrounding of the college is cleaned and hygiene. To maintain the policy of “Go Green” environment the institution has been conducting various clean up drives, awareness programs and workshop, seminars on using ecofriendly products, Swachh Bharat Abhiyaan was held and a certificate was received from Mahatma Gandhi National Council of Rural Education (MGNCRE).

**Sanitation:** Sanitation is not only essential but it is considered as basic determinant in quality of life and human development. Boys, girls and staff wash rooms are cleaned regularly and monthly meetings are held with housekeeping department to maintain the hygiene and sanitation in the college premises. Sanitary pad vending machine is installed in girl’s washroom. A separate clean changing room is arranged for student teachers in girl’s washroom. Hand wash is arranged in all the washrooms. At TSCER the segregation of the waste is done in the campus premises, with two dustbins kept on each floor labelled as ‘Wet Waste and Dry Waste. The wet waste goes to the dumping pit in the college campus. The manure generated in the dumping pit then goes to the plants in the campus. Dry waste in the campus is given to the waste collection department of Greater Mumbai Municipal Corporation. Cleanliness of toilets, classroom, and campus is mandatory. During Covid protocols, sanitizers were kept in every floor and entrance. Regular cleaning of toilets is done; the floor supervisor keeps a check on the same. Surprise visit/ check are done to maintain clean and healthy habits.

**Green cover:** Cleanliness and sanitation are the basic efforts followed by TSCER. The institution is also committed to promote sustainable habits by organizing cloth bags activities, reuse of waste paper and best out of waste decorative items and flower pots activities are arranged to maintain a plastic free environment. The objective of the competition was to encourage self-reliance through sustainable practices by creating wealth from waste.

**Healthy Environment:** TSCER not only follows the tradition of distributing the saplings to the guests in each program but also encourages student teachers to gift saplings as a token of green environment and assures that this chain continues further. The institute has a robust network of sewage disposal system which also acts as a guiding force to implement hygiene and cleanliness in the campus. Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage. Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.7**

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

**Response:** 0.36

**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
0.2	0.3	0.2	0.2	0.2

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.8

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

#### **Response:**

**Local Environment:** TSCER assures that the campus and the surrounding of the college is cleaned and hygiene. To maintain the policy of “Go Green” environment the institution has been conducting various clean up drives, awareness programs and workshop, seminars on using ecofriendly products, Swachh Bharat Abhiyaan was held and a certificate was received from Mahatma Gandhi National Council of Rural Education (MGNCRE). Every year tree plantation drive is organized to maintain the clean and pollution free air in the surrounding. In Swachh Bharat Abhiyaan programme student teachers participated in cleaning the campus premises, conducting cleanliness and hygiene session for practice teaching school students. Various other small drives are organized for the cleanliness of local surroundings. Tree plantation and cleanliness drives are conducted quarterly in the nearby localities to maintain the sanitation and hygiene in the surroundings.

#### **Locational Knowledge and advantages:**

TSCER has organized a value-added course on Human Values to promote sustainable living practices among the students. The institution has endeavoured to spread awareness on the environmental issues through a Poster competition on sustainable living, cloth bag making competition, exhibition of eco-friendly products, online quizzes on environment, food for wellness and ocean day, Environment Day, Water Day celebrations etc. Sessions, webinars by different experts focusing on role of teachers, new approaches, tools, resources they can use and challenges they face in today’s changing times due to the pandemic and the online educational process.

The above listed are the efforts put forth by the Institute to leverage local environment, locational knowledge and resources, community practices and challenges.

**LOCATIONAL ADVANTAGES:**

1. Metro station in the vicinity. (Within 1km)
2. College is located near western express highway; connecting different locations for easy access of students.
3. Sufficient Green Area in vicinity of college.
4. Community Park in Proximity.
5. Easy Accessibility to College with Connectivity via Public Transport
6. Police station is located in a range of 500m for safety and security purposes.
7. 24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity in the nearby area.
8. Utmost care is taken to maintain cleanliness and greenery in and around the college.
9. Many awareness programmes are organised for public awareness.

**Community practices:** TSCER has leveraged the locational knowledge and resources to a great extent by organizing expert talk sessions on Good Health and Wellbeing, Mental Health, Menstrual Health and Hygiene, Nutrition, Diet for Wellness, Overcoming Stress and Anxiety, Awareness of Diseases such as Cancer, Aids etc by medical practitioners and other experts. A value-added course on Yoga was conducted where sessions were conducted on different yoga asanas, meditation etc to inculcate health and wellness practices among the students, teachers and the community.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

Thakur Shayamnaryan Education Trust is affiliated to Mumbai University. The college constantly works towards excellence in Education and for the welfare of students associated with the Thakur College family. We endeavor to offer best experiences to students and involve all the activities required for the quality assurance in Education. Although at Thakur College we have all our practices at best but to list any two practices considered being the best practices of the Institution the following are listed:

#### **Best Practice 1: Empowering Women Through Education**

**Empowering women through education is a pivotal step in TSCER towards achieving gender equality and fostering socio-economic development. By providing women with access to quality education and skills, we can break down barriers, challenge stereotypes, and create a more inclusive society. Here's how education plays a crucial role in empowering women:**

- 1. Knowledge and Skills:** Education equips women with knowledge and skills that enable them to make informed decisions about their lives, health, and well-being. It enhances their problem-solving abilities, critical thinking, and communication skills, thereby boosting their self-confidence and ability to navigate complex situations.
- 2. Economic Empowerment:** Education at TSCER opens doors to better job opportunities and income generation. When women are educated, they can participate more actively in the workforce, contribute to household income, and reduce poverty. This economic independence allows them to make choices about their lives and invest in their families' future.
- 3. Empowerment in Decision-Making:** Education at TSCER empowers women to participate in decision-making processes at the household, community, and national levels. When women have a



voice in shaping policies and practices, it leads to more inclusive and equitable outcomes.

**4. Technology and Innovation:** Workshops on different tech programs are organized at TSCER to learn the latest technology. Access to education exposes women to new technologies and innovations, enabling them to contribute to technological advancements and economic growth.

In conclusion, empowering women through education at TSCER is a multifaceted approach that addresses socio-economic, cultural, and political factors. By investing in girls' and women's education, we can create a more equitable and prosperous world for everyone.

#### **Best Practice 2: Extension Work with DLLE ( Department of Life long Learning)**

Extension work street play is the key factor that each student -teacher involves performing short plays in public spaces to engage the community on social or educational issues. These plays at TSCER serve as a creative way to extend the reach of educational institutions or organizations beyond their conventional settings. It is held every year to motivate and encourage each student teacher. Through dramatic storytelling, performers address relevant topics, raise awareness, and encourage audience interaction. Extension work street plays under DLLE aim to captivate and inform bystanders, fostering dialogue and encouraging critical thinking about societal concerns. By taking theater to the streets, this approach maximizes outreach, promotes community involvement, and contributes to social change in an engaging and memorable manner. It enhances the whole personality of each individual.

<b>File Description</b>	<b>Document</b>
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **7.3 Institutional Distinctiveness**

#### **7.3.1**

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

**Response:**

**Response:** Thakur Shyamnarayan College of Education and Research has an account of the college's operations and achievements throughout the year. It provides a detailed account of the progress the college has made to provide high quality educational opportunities for all students, as set out in the college plan. Student- teachers become educational leaders who are caring teachers, competent educators and collaborative professional leaders. These guiding principles and beliefs reflect the ideals Thakur

Shyamnarayan College of Education and Research hold for themselves, their candidates, and the students and communities with whom they would work. To strengthen our resolve for the betterment of the society and to carry the torch of knowledge forward. TSCER aspires to be a leading Institution in the country offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present, so it is our duty to sensitize the young generation of the country about personal, social, local & global issues. We are ready with our students as support engine-reviving the momentum to bring holistic concepts to classrooms. It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills. We at **TSCER** celebrate National Days along with the Environment Day/Earth Day/ National Girl Child Day, Women's Day to make students aware of our surroundings. As the world has faced severe challenges related to pandemic or due to COVID -19 so **TSCER** organized stress related issues in a workshop that covered all psychological aspects of students.

### **Make self-reliant teachers - Atmanirbhar Shikshak**

1. **Professional Competence:** The institution believes in preparing the student teachers by equipping them with skills to be effective professionals. **TSCER** conducts capacity building activities such as value-added courses, workshops on innovative practices, developing leadership skills, organising events, interactive sessions with experts in the fields, short term courses, participating in cultural programmes and competitions to hone their talents and creativity etc. Student teachers are encouraged to research work and given opportunities to attend seminars, conferences, present papers and publish articles and contribute chapters in books.

2. **Technology:** As technology is increasingly being integrated with education **TSCER** provides various opportunities to the student teachers to develop their technological skills through ICT based activities, e-newsletter, technology integrated course activities, use of e- resources, online tools etc. activities, e-newsletter, technology integrated course activities, use of e- resources, online tools etc.

3. **Holistic Development:** The holistic development of the student teacher is a primary goal of the institution which it strives to fulfill through a wide range of academic and non- academic activities that are conducted.

4. **Life Skills:** TSCER focuses on empowering students towards Life Skill Education, to explore alternatives, weigh pros and cons, make rational decisions, communicate effectively and be assertive. Remedial classes for slow learners is another step to pull up the students lagging in their studies.

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### Additional Information

- In TSCER we provide our students the opportunities to enhance their qualities as would be teachers through Research, presentations, Innovative Science projects, Collaboration with different institutes.
- At TSCER we have guardian group strategy to take care of our students' Academic, Personal and emotional aspects.
- We celebrate all important festivals and days to give maximum exposure to our students in conducting such activities.
- We have other sister concern institutions under Thakur Educational Trust, we collaborate with for students' maximum exposure.

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### Concluding Remarks :

Thakur Shyamnarayan College of Education is highly reputed College of Education with good infrastructure to provide the students up to the mark experience of learning the best. A teacher needs to be all-rounder. That's why to make our student's all-rounder we organize various co-curricular activities in our college. To provide the maximum exposure to our students we organize talks, seminars, webinars on various relevant topics on innovative teaching methodologies, personality development, various social and environmental issues, professional development, online teaching etc. Our Alumni students are closely associated with us. They are involved in various actives of the college. We invite them to give demonstration lessons, as judges for various completions and for various talks also. As we all know that competitions make us better than yesterday. We give ample opportunities to positively compete in various areas. it is very important to develop an increased sense of social responsibility in future teachers. To achieve this objective society. Our college has enrolled in the extension work activity with the Department of Lifelong Learning Extension (DLLE). Students who enrol for these extension work projects perform various activities for social awareness based on various issues/problem. The extension students also participated in the Annual Extension Work Festival "UDAAN - the flight of Extension" organized by the DLLE. We at TSCER assure to give our best to make extraordinary professional teachers who will create other amazing professionals.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.3	<p><b>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>11</td> <td>21</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>26</td> <td>50</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	11	21	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	26	50	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	11	21	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	26	50	0	0																	
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p>2.1.2.1. <b>Number of students enrolled from the reserved categories during last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>1</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>10</td> <td>05</td> <td>09</td> <td>10</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2	1	1	3	5	2021-22	2020-21	2019-20	2018-19	2017-18	11	10	05	09	10
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	1	1	3	5																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
11	10	05	09	10																	
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li><b>Workshop sessions for effective communication</b></li> <li><b>Simulated sessions for practicing communication in different situations</b></li> </ol>																				

3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’  
4. Classroom teaching learning situations along with teacher and peer feedback

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: A. All of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : 3

Answer after DVV Verification: 1

Remark : DVV has made changes as per the report shared by HEI.

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

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)**

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0.16

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above  
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

**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**

**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	3	5	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	3	1	4

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	34	42	43	44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	25

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
277217	713559	533793	557827	146223

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.77	7.13	5.33	5.57	1.46

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	40417	1232	13234

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	0.40	0.01	0.13

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31234	23143	283634	106175	165264

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.31	0.31	1.17	1.06	1.65

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	5	5	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	4	6

Remark : DVV has made changes as per the report shared by HEI.



6.3.2	<p><b>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	3	3	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	3	2
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	3	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	3	2																	
6.3.4	<p><b>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</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2	2	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	2	2	1	1	1
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	2	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	2	1	1	1																	
6.5.3	<p><b>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</b></p> <p><b>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1879 1046 2013"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>7</td> <td>14</td> <td>12</td> <td>8</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	15	7	14	12	8										
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	7	14	12	8																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	7	14	11	8

Remark : DVV has made changes as per the report shared by HEI.

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**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made changes as per the report shared by HEI.

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**

Answer before DVV Verification : D. Any 1 or 2 of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

## 2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p><b>Number of students on roll year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>26</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	50	50	26	50	50
2021-22	2020-21	2019-20	2018-19	2017-18							
50	50	26	50	50							

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	76	77	100	82

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	3	4

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	13	13	13

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	75	74	99	85

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	26	50	99	85

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	26	50	50

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	27	50	50

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6682735.6	4769427.4	4860300.8	6707711.7	7435239.7

6	8	2	1	5
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
66.82	47.69	48.60	67.07	74.35

2.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 64

Answer after DVV Verification : 51