



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ORIENTAL EDUCATION SOCIETY'S ORIENTAL COLLEGE OF EDUCATION

ORIENTAL EDUCATION SOCIETY'S ORIENTAL COLLEGE OF EDUCATION
SECTOR NO.2, PLOT NO.3,4,5, BEHIND SANPADA RAILWAY STATION,
SANPADA (W), NAVI MUMBAI
400705
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Oriental Education Society registered under the Society's Registration Act and Bombay Public Trust Act has always been committed in providing high quality education at various levels. From its humble beginnings in 1992, the Society today has grown into a big educational complex imparting high-level education to more than 8000+ students across all institutions.

Oriental Education Society's Oriental College of Education established in 2003 is one the reputed institutions under the society situated at near vicinity of Sanpada station within a radius of 500 metre. The other sister institutions are located at Vashi, Jogeshwari and Andheri respectively who along with **Oriental College of Education** is a proud witness to the passion and cohesive efforts of Late. Prof. Javed Khan, a well-known educationist, the founder and eminent leader and former Minister of Education of the Government of Maharashtra. At present this college is currently lead by Mrs. Humera Khan (President), Mr. Waseem Khan (General Secretary), Dr. Azeem Khan (Treasurer) and Dr. Sangeeta Nath (Principal).

Oriental College of Education is a private institution that is registered under NCTE act (National Council for Teacher Education) and is affiliated with University of Mumbai. The college is recognized by NCTE as well, currently in its 21st year. **Oriental College of Education** experience takes place both within and outside the classroom, nurturing creativity and innovation through challenging project work, participative learning and providing an environment conducive to sparkling ideas and how to translate those ideas into reality. The institution has an excellent track record of launching its students into successful careers, which has been proven by our alumni. Collaboration and commitment from the management, principal Dr. Sangeeta Nath, employees, students, alumni, and other stakeholders have led to the success of the college.

Therefore, **Oriental College of Education** aims at identifying and harnessing the potential of youth to its maximum in areas that provide a competitive edge to deal with the demands of markets and economy of tomorrow.

Vision

The college has established its vision and mission through a consultative process involving both internal and external stakeholders (management, faculty, support staff, students, and alumni). We are working to train our students to **Orient, Create and Excel (OCE)** in the teaching profession.

To function as a teacher training institution that will create a resource pool of educators who are humane yet experts in their subject areas, disciplined yet sensitive to learners, techno savvy yet deeply rooted in their cultural values.

Mission

The mission statement is "*to create architects of education to shape future generations by ingraining values of lifelong learning, which empowers them to be active agents of social change.*"

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Courses offered B.Ed. for last 20 years.
- Campus is under CCTV Surveillance.
- Located near vicinity of Sanpada station within a radius of 500 metre
- Broadminded, Supportive Management
- Qualified and competent faculty
- Furnished and updated infrastructural facilities.
- Campus enabled with Wi-Fi connectivity with smart classrooms
- E-library, blogs to provide asynchronous resources
- Green Audit Campus
- Active Social media Communication
- Grievance Redressal Cell
- Book Bank facility
- Hostel facility for students and staff
- Dynamic Student Council
- Structured feedback and monitoring system
- Excellent communication and strong interaction with practice teaching institutions.
- Effective teaching -learning- evaluation
- Student Centered approach
- Continuous Internal Evaluation
- Above 90% academic results
- AC Classrooms.
- Career Guidance for students
- Classes for Competitive Exams - CTET/ CET
- Student participation in National / State level competitions, Seminars and Conferences
- Community Outreach as a mode of making students socially responsible.
- Strong Alumni engagement
- Faculty Contributions paper presentations, Research articles - UGC Peer reviewed.

Institutional Weakness

- Difficulty to arrange array of activities round the year within limited time.
- Late exam and cap round process delays the curricular program of B.Ed.
- Arranging good reputed schools for internship involves longer distance.
- Availability of Marathi as medium for teaching learning process.

Institutional Opportunity

- Placement drive from reputed schools, both in and out of campus.

- All round the year involvement in various seminars, conferences.
- Teaching learning through interactive teaching applications.
- MoU with other institutions and educational bodies of high status.
- Value added courses and self -study courses conducted.

Institutional Challenge

- Financial issues faced by students.
- Demand for scholarships for students.
- Postponement of B.Ed. examinations especially after COVID-19 has an impact on students' placement.
- Maintaining cost of various resources provided by college
- Competition among B.Ed. colleges in and around the same area.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Oriental Education Society's Oriental College of Education implements a practical approach to **curriculum adaptation** based on stakeholders' needs and changing education trends. The institution's **IQAC and College Development Committee** provide ideas and recommendations about curriculum transactions, taking into account comments from various stakeholders such as the students, teachers, and esteemed alumni. The curriculum incorporates pertinent subjects while keeping in mind the local environment.

The two-year B.Ed. course is offered by the university. The college offers **academic flexibility** for students by allowing them to choose from a variety of courses, including value-added courses, self-study options, elective courses, and pedagogy courses.

Faculty meetings are used to go over the curriculum and implement any required adjustments. Changes to the curriculum and methods of curricular transaction are made possible in part by the student input that is gathered at the end of each semester.

Oriental College of Education focuses on the requirements given as **suggestions on feedback**. An in-depth deliberation on time table planning that includes celebrations, curricular activities etc, internship schedule, suggestions for organising exhibitions, competitions, value added courses looking into the need of students.

The year plan and course activities are based on program learning outcomes and course learning outcomes. The government's major policy choices, official publications, and a variety of education-related websites, such as NCTE, NCERT, and the Ministry of Education, are cited in order to make the curriculum relevant.

When choosing the curriculum, student needs are also taken into consideration.

Oriental College of Education have also introduced two new value- added courses along with planning of

Seminar on NEP 2020, scheduling workshop on financial literacy for women, soft skills, Community work etc. Apart from these, our institution promotes conducting and participating in seminars, conferences round the year as well that enhances students' holistic development.

Therefore, focus on the nature of education across several boards is now a required component of the curriculum which is done by internship courses among institutions connected to several boards. Curriculum design takes into account new developments in the field of education, such as e-content development etc to bring about overall quality improvement in the institutional transactions.

Teaching-learning and Evaluation

B.Ed. institutions are under University of Mumbai, Maharashtra CET Cell, Admission Regulating Authority, and NCTE who have their respective rules and regulations guiding the registration of students. Adhering to those conditions Oriental College of Education acknowledges **student diversity**, assess each student's unique learning demands and readiness level, and offer academic assistance through remedial lectures, tutorials etc.

The B.Ed. course, its goals, and the **evaluation techniques** utilised during the academic year are all well understood by students and teachers' courtesy to the institution's approach. As they advance through their educational journey, student teachers should be well-informed and prepared, which is the goal of this thorough orientation and coaching process.

Oriental College of Education addresses **child centered** approach by utilising various forms of instructional tactics are available for performing curricular and extracurricular activities, such as problem solving, brainstorming sessions, group discussions, experiential learning, and internet teaching.

Various opportunities are provided to students by conducting programmes for developing **skills and competencies** include a strong internship programme, value-added courses, simulated lessons, technology-integrated learning experiences, expert talk sessions, workshops, personality improving sessions, and expanding communication skills. Other programmes and events include field visits, seminar presentations, experiential learning, learning resource preparation, and outreach initiatives. Teachers are **updated** regularly with various teaching and learning process by attending various workshops, seminars and Faculty Development Programs.

Programme Learning Outcomes (**PLOs**) and Course Learning Outcomes (**CLOs**) specify the intended educational aims and objectives, of the B.Ed. programme regularly evaluates students' progress and makes appropriate adjustments to guarantee alignment with them. This methodology guarantees that learners are fulfilling the anticipated benchmarks and efficiently accomplishing their learning goals.

Multi-disciplinary and interdisciplinary approach is infused wherever possible. The ongoing continuous evaluation process, along with the entry and exit assessment of students, help to reframe objectives and work as per need.

Infrastructure and Learning Resources

Oriental College of Education, Sanpada is provided with a well-designed system and sufficient equipment to ensure that its amenities are used properly for teaching and learning. Being located at 5 minutes' walk outside the Sanpada Railway station is one of the greatest assets of the college. Apart from this, State of the art

Classrooms for curriculum transactions with an airy, well ventilated, and calm class ambience to aid maximum is available. Every class is accompanied with **smart boards, LCD projector** and is air conditioned. Availability of **WIFI** is there for students all the time.

The institute has an excellent **I.T. infrastructure** with facility of 2 IT laboratories on the campus with approximately 147 working computers having internet connections and LAN facilities which is available to all students of the campus for academic related work. The college **library** is spacious, accessible, with augmented disposal of resources like text books, reference books, e-books, journals, e-journals, abstracts, magazines, encyclopaedias, dictionaries, dissertations and newspapers along with availability of more resources in e-library software **OPAC**. Library is integrated with **ILMS** and also uses software **D-Space** to maintain records.

In addition to above the institution houses a well-equipped **gymnasium** for the physical and mental wellness of the learners, a dedicated ground for sports/ events to organise, a 200-seater air conditioned and technology driven **in-house seminar hall**, healthy maintained garden keeping up with the sustainable goals.

One of the unique features of Oriental College of Education is its provision of hostel for students and faculty. A hygienic **canteen** meets the food requirements of our campus along with maintaining clean and hygienic sanitation with proper waste management.

A number of committees have been established to ensure the system runs well. These committees are tasked with periodically assessing and tracking the demand for academic, support, and physical infrastructure upkeep.

The college has separate **maintenance committee** to ensure proper maintenance of campus infrastructure. It has streamlined the process for maintaining campus infrastructure wherein the related issues are directed through administrative authority. Prompt actions are taken any in case of breakdown or servicing needs. The campus is under **CCTV Surveillance**.

Student Support and Progression

Oriental College of Education, Sanpada has established a strong rapport with all of its stakeholders, especially students. By actively involving students in the process of development, a collaborative and inclusive approach is adopted to create a **positive and conducive learning environment** that benefits all members of the educational community.

The **student council** plays an active and proactive role in the functioning of an institution. As the representative body of the student community of Oriental College of Education, it acts as a liaison between students and the administration, advocating for their needs, concerns, and interests. It plays a crucial role in organizing events, activities, and initiatives that benefit the student community. These can range from academic seminars, workshops, and career fairs to cultural festivals, social outreach programs, and sports tournaments.

A committed group that arranges events and activities for both former pupils of the institution and current students is registered under the **Government of Maharashtra Society Act, MAHA/ 431/ 2022**, in the name of **Oriental College of Alumni Association, OCEAA**. Numerous alumni are employed as principals, coordinators, and academic leaders and hold other esteemed positions that help our students get placed in other educational institutions. Alumni also take part in conducting workshops on demo lessons, activities like workshops on soft skill development, CET workshops, book donation drives, and contributing to their action Research work as well.

In addition to the above segments of **student support**, the institution offers a variety of projects aimed at enhancing students' skills and capabilities, and it has a robust structure in place to assist them like Career and Personal Counselling- Resume Building Workshops, Skill enhancement in academic, technical and organizational aspects in the form of Personality development, other sessions include Innovative practices, learning resource exhibition, seminar on current trends , sessions on digital learning, using online tools and resources etc. Moreover, the advice and feedback provided by members is much valued by the college and is crucial in overcoming any gaps in the curriculum.

Our college provides **additional support** to the needy students in the form of Scholarships.

Governance, Leadership and Management

Oriental College of Education's cornerstone is visionary leadership. Measures that are participative and decentralised are used. Based on the key principles of great commitment, integrated development, consideration for diversity, creativity and exploration, and environmental consciousness, a five-year strategy plan has been finalised. The institution aims to develop everyone's ability and guarantee high standards in education. promoting collaborations and Participating in the community, taking initiative, and being dedicated to innovation are further characteristics of the organisational objectives.

Oriental College of Education is managed by the President of the Oriental Education Society's trust. The matters related to the development and maintenance of infrastructure, major purchases for building and equipment, recruitment of faculty and non-teaching staff, and overall financial management are channelized from there. The College Development Committee (CDC) proposes the overall planned activities and presents in the meeting for suggestions and approvals. The principal is the administrative and academic head who monitors the overall functioning of the college and is also the Member-Secretary of CDC and is responsible for the day-to-day functioning of the institute.

Faculty and staff representation in the above committees as well as several institute-level academic committees constituted coordinate accordingly for smooth conduct of all activities, which shows the system of a decentralized and inclusive management approach. The college is a self-financed, private, no-grant basis, minority (Hindi-Linguistic) Institute. Major source of income is from students fees. Supplementary financial support is provided by the **Oriental Education Society's Trust**. Employees are provided with financial aid for attending seminars, training workshops, Publications (Review and Research), various welfare measures like **EPF, Gratuity**. The **annual appraisal** system acknowledges the performance of employees and development programs are conducted in-house providing ample opportunity for self-improvement.

IQAC which contributes in developing quality consciousness, is actively involved in providing a conducive environment for academic and research activities. In order to aid newly hired faculty members in comprehending the fundamental principles the university upholds, the **IQAC** also serves as a mentor to them. The College Development Committee (**CDC**) offers assistance to guarantee that the institution's pursuit of excellence is appropriately fulfilled.

Institutional Values and Best Practices

Oriental College of Education is committed and dedicated to aligned its working with National Education Policy 2020. It's institutional values and best practices are closely related. One of the **distinct features** of the

college is developing **research culture** among its Teachers and Students.

The first best practice is **Community Teaching and Learning: Together we learn and Together we thrive**. In compliance with the Sustainable Development Goals (SDGs) and Vocational Education Nai Talim Experiential Learning (**VENTEL**), respectively, the college has incorporated its technology-based learning methods, environment and hygiene efforts, and community participation projects.

Oriental College of Education, Sanpada, in collaboration with Oriental college of Law operates a **Paralegal clinic**. Paralegal Clinic entails the provision of free legal aid in civil and criminal matters for those poor and marginalized people who cannot afford the services of a lawyer for the conduct of a case or a legal proceeding in any court, tribunal or before an authority. The services are offered for free that include; Counselling, Litigation and Referring of cases to relevant authorities and institution.

The second-best practice is **Vasundhara Green OCE: Care for Vasundhara care for future**. As an initiative by the government, from MGNCRE – Mahatma Gandhi National Council of Rural Education, an attempt had been made to draw consciousness towards the impact of global environmental issues, wherein Oriental College of Education, Sanpada, organizes **Greening the campus**. These drives are aimed at planting saplings, including those of medicinal value, either in their kitchen gardens, their residential areas and in the college campus itself. Through this practice, OCE undertakes rigorous efforts of greenery restoration.

Every one of these tasks promotes sustainable living and the prudent use of natural resources among pupils. Adding to the above notable best practices, our college also conducts workshops on creating paper bags, eco-friendly Ganpati making, best out of waste exhibitions, awareness campaigns, street plays, poster contests, awareness quizzes, and more. Along with these activities, the college also offers value-added courses, workshops on innovative practices, interactive sessions with experts, to refine their competencies. All these cumulatively builds up and contribute to Oriental College of Education's best practices.

Research and Outreach Activities

Oriental College of Education proactively initiates **Outreach activities** for the society through various services. They give students the ability and opportunity to polish vibrant abilities like leadership, problem-solving, and communication and other soft skills too. Outreach activities were conducted in Oriental College of Education, Sanpada to influence and **sensitize** students on social issues and community development.

The aim is to raise **awareness**, foster **social responsibility**, and encourage active participation in **community development** initiatives through activities like awareness campaigns, Swachh Bharat Summer Internship program, cleanliness drive at mangroves, Shraamdan at Shantivan, Panvel for community service. The college is also involved in various free health check-up programs. Oriental College of Education has organized Blood Donation drive successfully conducted awareness program on Digital Stree Shakti in collaboration with Stree Mukti Sanghatana, Vashi. Adding to the above our college has worked with National Society for Equal Opportunities for the Handicapped (NASEOH), as providing vocational training of various sorts. Community work is done in collaboration with NGOs that work in environmental sustainability and inclusiveness in society. Students render service to inmates of orphanages, old age homes and vocational centres for the differently abled.

This institution also offers faculty members financial aid for career advancement. Oriental college of Education offers round the year seminars, and workshops to promote research among academic members and students. For the purpose of assisting teachers and students in their study, the institution offers access to a digital library. The faculty is constantly encouraged and supported to write, and they have been doing so with enthusiasm, producing research papers and articles in many journals.

In an effort to give students a variety of experiences, expert interactions, up-to-date knowledge, and skills through workshops, seminars, expert talk sessions, internships, outreach initiatives, awareness campaigns, the institution has increased its partnerships and connections with other organisations and institutions.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ORIENTAL EDUCATION SOCIETY'S ORIENTAL COLLEGE OF EDUCATION
Address	Oriental Education Societys Oriental College of Education Sector No.2, Plot No.3,4,5, Behind Sanpada Railway Station, Sanpada (W), Navi Mumbai
City	Navi Mumbai
State	Maharashtra
Pin	400705
Website	www.oce.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sangeeta Nath	022-27752213	9320673338	-	principal@oce.edu. in
IQAC / CIQA coordinator	Tejal Nikam	022-2775116	8691036329	-	tejal.nikam@oce.ed u.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	28-05-2015	172	Continuous validity

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Oriental Education Societys Oriental College of Education Sector No.2, Plot No.3,4,5, Behind Sanpada Railway Station, Sanpada (W), Navi Mumbai	Urban	1.4824	3069.94

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,B Ed,	24	Graduation	English	100	100

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	1	11	0	12
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				12			
Recruited	0	0	0	0	0	0	0	0	1	11	0	12
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	2	4	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	2	4	0	6
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	9	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	3	0	4	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	3	1	0	0	4
	Female	82	14	0	0	96
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	1	0	0
	Female	2	1	1	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	1
	Female	0	1	1	0
	Others	0	0	0	0
General	Male	4	5	5	3
	Female	93	85	50	45
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	0	1	0
	Others	0	0	0	0
Total		100	93	58	51

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Oriental Education Society's Oriental College of Education advocates for a holistic and flexible approach to education, emphasizing multidisciplinary and interdisciplinary learning. To effectively implement this vision, our institution has undertaken comprehensive preparations across various domains:</p> <ul style="list-style-type: none"> Curriculum Design: • Experiential Learning: Incorporate project-based and experiential learning opportunities that require students to apply knowledge from multiple disciplines. Faculty Development: • Cross Training: Provide professional development programs to train faculty in interdisciplinary teaching methodologies. • Collaborative Teaching: Encourage team teaching
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	<p>and co-instruction models where faculty from different disciplines collaborate on course delivery.</p> <p>Infrastructure and Resources • Digital Resources: Enhance digital libraries and online platforms to provide access to diverse academic materials. Student Support • Partnerships: Forge partnerships with internship schools and non-governmental organizations to provide practical experiences and real-world applications of interdisciplinary learning.</p> <p>• Internships and Projects: Integrate internships, field projects, and community service into the curriculum to expose students to diverse work environments and challenges.: Strengthen academic advising to help students navigate their interdisciplinary education paths effectively. • Career Counseling: Offer guidance on careers that benefit from a multidisciplinary background, connecting students with potential employers and industries. Over the last few years, the institute has emphasized the interdisciplinary/ Multidisciplinary aspect of teaching and integrated it into the course's curriculum and extracurricular offerings. • Value added Course to enhance student’s skills • Faculty Development Program • Understanding the self • Yoga, Meditation • VENTEL Program Mindfulness • Action Research • E-Waste Collection • Cleanliness Drive • Celebrating special Days • Nature club activities, Environment day celebration • Expert talk on NEP 2020 • Soft skill Development program • Counselling • Career Counselling • MOU with Internship Schools and NGOs</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Oriental Education Society's Oriental College of Education is proactive in implementing Academic Bank of Credits (ABC) which is unique Academic Bank of Credit Identification (ABC IDs) that involves several key strategies and infrastructural changes. The ABC system, a part of the National Education Policy (NEP) 2020, aims to facilitate student mobility across institutions and enhance flexibility in learning. The Institution encourage students to create ABC IDs for easy access of government related documents and academic documents.</p>
<p>3. Skill development:</p>	<p>Institutional preparedness for implementing the skill development aspects of NEP 2020 involves strategic planning and structural adjustments to enhance vocational training and skill-based education. The</p>

	<p>aim is to create a system that integrates academic learning with practical skills, making students more employable and workplace-ready. Various opportunities are provided to students by conducting programmes for developing skills and competencies include a strong internship programme, value-added courses, simulated lessons, technology-integrated learning experiences, expert talk sessions, workshops, personality improving sessions, and expanding communication skills. Other programmes and events include field visits, seminar presentations, experiential learning, learning resource preparation, and outreach initiatives. Teachers are updated regularly with various teaching and learning process by attending various workshops, seminars and Faculty Development Programs. Some of the highlights which institute has emphasized in skill development are • VENTEL • Digital Skills • Financial Literacy Awareness Programs • Communication Skill • Value Added Course • Soft skill development Program • Innovative Teaching Strategies • Art and Craft workshop • Action Research</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Oriental Education Society’s Oriental College of Education is preparing students for integrating knowledge systems as envisioned by the NEP 2020, particularly teaching in Indian languages and incorporating cultural elements through teaching requires a multifaceted approach. Our college is proud to say that by celebrating days like Marathi Bhasha Divas, Hindi Divas, Eid, Christmas, we promote the culture, Language, diversity and values among the student teachers. Assembly is the part where student represents culture for Integrating of Indian Knowledge system as well. Various festivals from different parts are celebrated to foster respect and acceptance for diverse culture. These activities help students to learn more about Indian language and tradition.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Oriental Education Society’s Oriental College of Education aligns the PLO and CLO with outcome-based Education. With this system the Institution implements the same as per the National Education Policy (NEP) 2020 that involves systematic planning and alignment of educational practices to ensure that learning outcomes are clearly defined, measurable, and achieved. Students' performance in project-based</p>

	<p>learning environments and theory exams reveals how much these PLOs and CLOs are accomplished. The PLOs and CLOs are duly displayed on the college website. Numerous resources are available in the e-library to assist OBE. Certificate programs with internships, community service, and Paper publication and taking part in workshops are ways to record OBE. Students are encouraged to share their knowledge with classmates and take part in seminars organized by other colleges. Some methods for curricular transaction include field trips, online discussion forums, role plays, and case study-based learning. Regular meetings and feedback of stakeholders (staff, management, students, Alumnis) helps to plan proper learning outcomes for the institution. Planned goals are shared with the Teachers on the time of Teacher Orientation program and to students at beginning of each semesters.</p>
<p>6. Distance education/online education:</p>	<p>Oriental Education Society's Oriental College of Education has incorporated blended mode of learning as an initiative by NEP 2020. The institution has a vigorous repository of E resources. Teaching Learning transaction focuses on using digital tools like google classroom, PPT's, Flock, Quizzes, CANVA, learning through YouTube channel etc. with ensuring reliable internet connectivity. Students are encouraged to use E resources while delivering lessons in internship. Additionally, Students can access digital library for smooth learning on their own. we organise digital skill awareness program through online and offline mode on using different software's like ILMS OPACC, DSpace. Students are encouraged to access E library for their self-study courses An online course by Aditya Birla Education Academy was successfully completed by our students. All courses use a combination of face to face and online learning experiences.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Oriental College of Education has an Electoral Literacy Club (ELC) that provides awareness about voting rights.</p>
<p>2. Whether students' co-ordinator and co-ordinating</p>	<p>Yes, Oriental College of Education is currently in</p>

<p>faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>functional. Student coordinators are appointed by the process of democratic voting, and a student council is formed, which is functional throughout the year. The committee members are as follows. The ELC is representative in character, as all students are members of the ELC.</p>
<p>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.</p>	<p>At Oriental College of Education, student council elections are held each year at the beginning of the first semester to choose the representatives from among the student body who will carry out the leadership responsibilities assigned to them. Election procedures adhere to a constitutional framework. The student council, its members, and their tasks are explained to the pupils. Students are inspired to assume leadership positions. Candidates run for positions and put forward compelling reasons for why they ought to be chosen for a variety of positions. After the results, the chosen students swear to uphold their commitment and integrity to the position they have been given and that they'll act in a way that will benefit both the organization and them individually. Additionally Oriental College of Education has taken initiative for ELCs through organizing awareness programs related to voting, why the voting is important, how to vote, what is NOTA. the awareness done through street play, Celebrating National Voters Day. OCE has participated in UDAAN festival to promote awareness about voting and won consolation prize too.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Oriental College of Education is actively involving in awareness drives related to voting, Human rights, democratic values. For practical knowledge, student council elections is conducted. Throughout the year, the chosen student council representatives strive to uphold the institute's discipline and the integrity of the work they are dedicated to. Besides, the lessons that students teach during their internships heavily emphasize democratic values.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>At Oriental College of Education, a demo has been shown to the students regarding how to enroll as voters. A website link has been provided to the students for enrollment as voters. All of our graduates are already registered to vote, but they learn from their experiences to make sure that everyone over the age of eighteen is encouraged to cast a ballot.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	180	115	102	100
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	3	3	5
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	88	57	51	50
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	88	57	51	50
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	92	58	51	50
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	12	12	12
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2022-23	2021-22	2020-21	2019-20	2018-19
28.58	11.72	15.85	21.35	19.66
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 19**

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Oriental College of Education implements a practical approach to curriculum adaptation based on stakeholders' needs and changing education trends. The academic calendar is prepared based on the IQAC and CDC deliberations. Faculty meetings are used to go over the curriculum and implement any required adjustments. Changes to the curriculum and methods of curricular transaction are made possible in part by the student input that is gathered at the end of each semester.

Oriental College of Education focuses on the requirements given as suggestions on feedback. An in-depth deliberation on time table planning that includes celebrations, curricular activities etc, internship schedule, suggestions for organising exhibitions, competitions, value added courses looking into the need of students.

The year plan and course activities are based on program learning outcomes and course learning outcomes. The curriculum's delivery method is appropriately taken into account according to the circumstances. All improvisations, changes and/or modifications related to curriculum of any sort are conveyed to faculty during monthly meetings, mid-term course meetings. Students are informed of the same during the orientation program along with beginning of each semester. Practice teaching schools are also intimated before the commencing of internship continuing for each semester. The students and faculty are informed appropriately through student and faculty orientation. The government's major policy choices, official publications, and a variety of education-related websites, such as NCERT and the Ministry of Education, are cited in order to make the curriculum relevant.

When choosing the curriculum, student needs are also taken into consideration. The curriculum is adapted to meet local needs and competencies required to survive in today's era. The institution's IQAC and College Development Committee provide ideas and recommendations about curriculum transactions, taking into account comments from various stakeholders such as the students, teachers, and esteemed alumni. The curriculum incorporates pertinent subjects while keeping in mind the local environment. Over the past few years, schools of Several Boards of Education have been established in the area.

Oriental College of Education have also introduced two new value- added courses along with planning of Seminar on NEP 2020, scheduling workshop on financial literacy for women, soft skills, Community work etc. Apart from these, our institution promotes conducting and participating in seminars, conferences round the year as well that enhances students' holistic development.

Therefore, focus on the nature of education across several boards is now a required component of the curriculum which is done by internship courses among institutions connected to several boards.

Curriculum design takes into account new developments in the field of education, such as e-content development etc.

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

1.1.2

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

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

1. **Faculty of the institution**
2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all 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: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 75

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

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

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

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

1.2.2

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

Response: 1

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

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

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

1.2.3

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

Response: 13.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	00	19	26	26

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

1.2.4

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

through

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

Response: 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
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

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

Response: 13.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	36	10	05	01

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

A fundamental or coherent understanding of the field of teacher education:

The way students and teachers ultimately educate is greatly influenced by the modelling of good teaching techniques. The primary base of understanding is well explained and provided in the B.Ed. curriculum. Organising lectures, following the choice-based credit system, other activities, internship exposure for professional experience, community outreach etc give students useful information, a better understanding of educational issues in general and classroom difficulties in particular. The students also benefit from the knowledge of experiences. Maintaining and following up with the Student behaviour in the classroom can help students learn more deeply as times change and the requirement to develop new teaching and learning methods are focused.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:

Students are given option to choose their method for specialisation as prescribe by the B.Ed. curriculum. Assessment techniques, innovative teaching methods, scope to present paper, are also taught to them. Through creative methods and practical experiences like internships, community work, laboratory work, etc., the institution makes sure that students gain the information and skills necessary for all levels of school education. For greater clarity and comprehension of each subject covered by the curriculum, innovative teaching techniques including seminars, brainstorming sessions, group discussions, PowerPoint presentations, and the usage of audio and video weblinks are often used.

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

Learning skills such as storytelling, role-play, debates, innovative teaching aid creation, effective classroom tactics, and reflective practices for instructors prepare student teachers for their internship.

They are encouraged and expected to utilize the knowledge gained from the numerous workshops and sessions in their lesson preparation and practice teaching activities. Students create unit plans, designs for assessments, and administer assessments in schools.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc:

Students' emotional intelligence is being developed through guidance and counselling, developing social skills of cooperation and teamwork through a variety of activities like organizing and executing festival celebrations, seminar presentations, and team activities. On the other hand, case studies, problem solving, debate, discussion all promote critical thinking. During their internship, through community service, project activities, and group projects, students practice good communication and negotiating skills as well.

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

1.3.2

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

Response:

Oriental College of Education promotes varieties of options that enables students to familiarise with the diversities in the school system in order to efficiently compare each perspective.

Development of school system: Internship of approximately 19 weeks gives the students enormous exposure as to how different schools function in terms of curriculum, activities, norms, infrastructure facilities and the school administration system etc.

Functioning of various Boards of School Education: Eminent alumni of the college placed at various schools are invited as guest lecturers to share their expertise and experience. The course itself gives exposure to various aspects like comparison of boards in SEM 1, visits and interviews in SEM 3, evaluation system, administering blue print in SEM 3, inclusiveness of each board reflected in SEM 4.

Functional differences among them: Apart from internship, Campus placement cell organises interview

drive where various schools are invited and the students are oriented, given knowledge about different boards by the officials themselves.

Assessment systems: In CC4(Assessment for learning) students are taught the functioning of various boards along with evaluation process like making blue print, administering unit test, that is to be conducted during internship.

Norms and standards: Each school has its own set of criteria that distinguishes it from the others depending on the vision and goal. Visits to other boards' schools, case studies of schools, assignments on writing a report on different school functioning, internship activity, conducting assembly, placement drive are all part of the program.

State-wise variations: Students receive full instruction on criteria and examination pattern analyses for various states and boards. Each semester provides a chance to orient state-specific variations in curriculum transaction like various comparing various boards' CC2(Knowledge & curriculum) (Sem 1), (Sem 2) IC2 (Educational Management)- school management system, (Sem 3) CC4 (Assessment for learning)- Evaluation pattern in various Boards, and (Sem 4) IC4 (Creating an inclusive school) policies implemented for CWSN in different Boards.

International and comparative perspective: Comparative studies of various boards in pedagogies, exposure to the working culture and system of school management along are given to students in the add on courses provided.

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

1.3.3

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

Response:

The university offers a wide range of curricular experiences that allow students to put what they have learned into practice. Every student's overall development is prioritized by Oriental College of Education.

- **Cultural and celebration of days:**

To develop student-teachers in imparting and evaluating learning experiences, as well as to inspire student-teachers to meet the challenges of a dynamic society, students are involved in planning and organizing events for various days.

Cultural celebrations and special days can enrich the curriculum by:

1. **Promoting Diversity:** They expose students to different cultures, traditions, and histories, fostering respect and understanding.
2. **Enhancing Engagement:** Celebratory events make learning more interactive and enjoyable, encouraging active participation from students.
3. **Building Community:** They create a sense of belonging and unity within the school, strengthening relationships among students, teachers, and families.

- **Internship Program:**

Students are encouraged to employ various teaching learning tools during their internship to cultivate their hunger for knowledge and skills in the newest innovation and technologies in education. It helps them through:

1. **Industry Exposure:** Exposing students to the day-to-day operations of a school, giving them insights into its system, practices, and challenges.
2. **Networking Opportunities:** Interns can build professional networks, connect with professionals, and potentially secure job opportunities through their internship experiences.
3. **Career Exploration:** Internships help students explore different career paths, and job roles, assisting them in making informed decisions about their future career goals.

Expert seminars are planned to raise student teachers' understanding of local, national, and global concerns. Conducting seminars and workshops can enhance the curriculum by:

1. **Interactive Learning:** They offer hands-on experiences, discussions, and practical activities that engage students actively in the learning process.
2. **Specialized Knowledge:** Seminars and workshops bring in experts and professionals to share their expertise, providing students with insights beyond the standard curriculum.
3. **Skill Development:** They focus on specific skills or topics, helping students develop practical skills that are valuable in real-world scenarios.
4. **Experiential Learning:** Seminars and workshops often involve experiential learning opportunities, allowing students to apply theoretical knowledge in practical settings.

- **Group activities:**

Students are encouraged to build networking skills through a variety of activities such as group discussions, cooperative learning, debate, community work as well.

1. **Promoting Collaboration:** Group activities encourage students to work together, fostering teamwork, communication, and cooperation skills.
2. **Enhancing Social Skills:** Students learn to interact with peers, resolve conflicts, and build

relationships, improving their social and emotional intelligence.

3. **Problem-Solving Skills:** Collaborative activities require students to brainstorm, analyse, and solve problems collectively, enhancing their critical thinking and decision-making abilities.
4. **Creativity and Innovation:** Group projects allow students to brainstorm creative solutions, think outside the box, and innovate collectively.

The student teachers are taught in delivering and assessing learning experiences during various activities. To make sure that the different learning experiences complement one another, extensive planning is done before each semester kicks off, midterm interventions are made based on what is going on, and end-of-semester feedback is provided.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 70.2

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

2.1.2

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

Response: 28

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

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

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

2.1.3

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

Response: 0.57

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

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

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

The assessment process at the outset of the B.Ed. program plays a crucial role in identifying the diverse learning needs of student-teachers and assessing their readiness to begin the program. Oriental College of Education employs various assessment techniques to ensure a comprehensive evaluation. Our Institution follows the Maharashtra Centralized Admission Process for admissions.

Teaching Aptitude Test and Interview

After admission, we administer a Teaching Aptitude Test and conduct interviews to evaluate students' potential for teaching and their passion for the profession. This test assesses the students' teaching aptitude. It focuses on evaluating their knowledge, abilities and skills relevant to the teaching process. The test helps in identifying their understanding of skills required for teaching, their knowledge of educational theories and methodologies. Based on the results of this aptitude test, the college can identify strengths and areas needing improvement in each student's potential as a future teacher.

Conducted **face-to-face interview** with the principal and staff members, this interview aims to gauge the student's communication skills, motivation for joining the teaching profession, and their socio-economic status and prior teaching experience.

Content Test

Student-teachers' subject knowledge is assessed through a content test focusing on pedagogical subjects. Based on the assessment results, if required, mentors help the students in content clarification and provide learning resources for the same. Also, mentors assist them during lesson guidance of internship by clarifying complex concepts related to their teaching methods.

Academic Support

Throughout the coursework, student-teachers receive various forms of academic support. Cultural and academic programs held periodically help identify the strengths, weaknesses, communication skills, and hobbies of student-teachers.

Mentors are assigned to student-teachers to assist with academic queries, projects, assignments, and internships.

- **Value-added programs** organized at the college enhance teaching-learning skills, communication, and leadership qualities. Student-teachers are encouraged to participate in college and inter-collegiate competitions to showcase their talents.
- The **alumni association** arranges programs where student-teachers interact with seniors employed in esteemed institutions, gaining valuable insights and motivation.
- **Remedial lectures** are conducted based on student-teachers' performance in essays and class tests. Learning resources, library access, and computer labs are available to support academic growth.
- **Workshops and seminars** on contemporary topics help student-teachers acquire necessary skills to stay updated in their teaching profession.
- The **feedback** received from the student-teachers helps in modifying the academic support provided to student-teachers as per the changing needs and demands of the students.
- One to one **counselling** session related to academic or any other issues are also provided to our students as and when they needed.

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

2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

Response: B. Any 4 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 39

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	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Oriental College of Education adopts a diverse approach to teaching and learning to cultivate a dynamic, student-centred classroom that accommodates the diverse learning preferences and individual needs of students. Faculty members employ a wide array of instructional methods tailored to both the content requirements and students' learning needs. These methods encompass experiential learning, participatory learning, group discussions, seminars, debates, and blended learning techniques. Experiential learning is emphasized, focusing on practical, hands-on experiences and real-world applications. Teachers attended Faculty Development Programme on Experiential Learning & Work Education in School & Teacher Education Curriculum developed by Mahatma Gandhi National

Council of Rural Education, Ministry of Human Resource Development, Government of India, Hyderabad. Based on the training, experiential learning is inculcated by teachers in the teaching-learning process. Activities such as field visits, debates, and seminars are integrated into subjects like Creating an Inclusive School and Gender, School, and Society. During internships, student-teachers actively participate in delivering lessons, managing classrooms, and organizing both curricular and extracurricular activities, while also observing and learning from experienced teachers. Student-teachers were also oriented to inculcate experiential learning during internship program. In addition to traditional classroom sessions, teachers incorporate **blended learning strategies** utilizing platforms like Google Classroom. This allows student-teachers to access a variety of learning materials and instructional videos, supporting self-paced learning and deeper comprehension of their subjects. Co-operative Learning Strategies: **Co-operative learning strategies** used in the classroom ensures active participation of all students in the class. Strategies like “Think-Pair-Share” promotes critical thinking, teamwork, and co-operation among students.

Field trips are organized to enrich students' knowledge and expose them to diverse environments. Student-teachers are also actively involved in **problem-solving** through Action Research Projects. They identify and address issues needing improvement, develop research questions, gather data, and implement intervention strategies under mentor guidance. **Seminars** and debates, both within the college and with external institutions, provide students with insights into current challenges in education. Regular workshops cover a range of academic and co-curricular topics, fostering an interactive approach to learning where student-teachers engage actively with each other. Workshops for inculcating various teaching skills, such as lesson planning workshop, Workshop for administration of Unit Test and analysis of results, and demo lessons, are conducted prior to internship. Seminars on contemporary educational concepts are conducted for students. Student-led seminars on various concepts of the syllabus are conducted to promote student- participation in the classroom. Furthermore, faculty members enrich the classroom experience by sharing educational resources such as **Open Educational Resources (OERs)** and creating instructional videos on significant topics. Various educational links, e-textbooks, and other electronic resources are made accessible through library blogs. These efforts are aimed at enhancing the diversity and effectiveness of teaching and learning approaches within the classroom environment.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

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

Response: 86.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	7	7

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

2.3.3

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

Response: 51.28

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

Response: 100

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

2.3.4

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

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**

- 4. Out of class room activities**
5. Biomechanical and Kinesiological activities
6. Field sports

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Mentoring enhances the college experience by promoting academic success personal development, and professional readiness. Oriental College of Education aims at providing a supportive environment that encourages collaboration and innovation which can lead to increased productivity. Ultimately this efforts contribute to a cultural of continuous learning and growth.

Teachers **continuously mentor students** to foster professional growth within our institution, Oriental College of Education. The mentoring system aims to cultivate strong student-teacher relationships. Student-teachers are grouped and assigned a teacher-educator as their mentor throughout the B.Ed. program. These mentors guide student-teachers in both academic and non-academic pursuits, fostering their professional development.

Working in Teams: The B.Ed. program incorporates numerous team-based activities such as internships, community work, co-curricular activities, and assemblies. Faculty oversee these activities, providing constructive feedback to enhance performance. Teachers also assist students in effective task allocation, nurturing skills like leadership, teamwork, and conflict resolution through these group endeavours.

Dealing with Student Diversity: Addressing student diversity begins with the Teaching Aptitude Test conducted at the time of admission, helping mentors understand each student's teaching potential. Ongoing mentor-student interactions help identify individual strengths and weaknesses, allowing mentors to tailor support, arrange remedial classes, offer computer skills training, and provide learning resources as needed.

Conduct of self with colleagues and authorities: Students are informed about College Code of Conduct at the time of orientation of First Year B.Ed. During internship students are guided by their mentors for code of conduct to be followed in schools. Teacher In-charge and Student Mentors in each school ensures maintaining discipline and proper conduct with colleagues and authorities.

Balancing home and work stress: To maintain a balance between work and personal life, mentors interact with students regularly, where students can freely share their problems. Mentors help their mentees in finding solutions to these challenges. College also conducts various workshops and guest lectures aimed at developing professional skills and promoting balanced lifestyles.

Keeping abreast with recent developments in education and life: Seminars and workshops like "NEP 2020: A Roadmap to Renovation & Inclusion in Learning" and "Digital Pedagogy: Challenges and Perspectives" and many such seminars and workshops keep students updated on educational advancements. Guidance from experts and alumni on innovative teaching strategies, along with mock interviews and placement activities, further prepare students for the teaching profession.

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

2.3.6

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

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Oriental College of Education aims to generate a resource pool of talented teachers who can handle the next generation with sensitivity and ingrain values pertaining to life, lifelong learning and a quest for perfection.

Nurturing Student Teachers through VENDEL activities

Oriental College of Education, Sanpada, is recognized as a Vocational Education Nai Talim Experiential Learning (VENDEL) Action Plan Institution by the Mahatma Gandhi National Council of Rural Education (MGNCRE). The college has established the VENDEL Action Plan Committee and involves its students in vocational education, self-reliance, cleanliness and health initiatives, and community engagement activities, while observing VENDEL-related days to instil the values promoted by Gandhi's Nai Talim in its faculty, students, and community. The college organizes various events and promotes practices that embody the core values of VENDEL, including activities such as Paralegal Clinics, VENDEL workshops focusing on empowering minds, community learning-teaching sessions, campus greening initiatives, and vocational education programs.

Throughout its B.Ed. program, the college offers numerous opportunities to student-teachers to foster creativity, innovation, critical thinking, empathy, and essential life skills.

- A variety of co-curricular activities, such as commemorations of significant days and festivals, skits addressing social issues and notable figures, extension activities, and participation in inter-college events, serve to cultivate creativity, innovation, and empathy among student-teachers.
- Teachers employ diverse teaching-learning approaches, including cooperative learning strategies, student-led seminars, discussions, and brainstorming sessions, which contribute to the development of intellectual and critical thinking skills among student-teachers.
- Workshops and orientation programs conducted for internships, such as Lesson Plan Workshops and Teaching Aids Workshops, Micro-teaching sessions nurture intellectual and critical thinking

skills among student-teachers. Demo lessons led by subject experts and alumni provide opportunities to learn various teaching strategies and classroom management skills essential for effective teaching.

- Action Research undertaken by student-teachers in their second year of the B.Ed. program fosters problem-solving abilities. The process involves identifying problems, strategizing solutions, and implementing intervention strategies, thereby promoting creativity, innovation, and intellectual skills.
- Various assignments, ability courses, and audit courses provide platforms where student-teachers can demonstrate their creativity and critical thinking skills, while also nurturing essential life skills.
- Community service and extension activities expose student-teachers to different communities and help cultivate empathy and life skills.
- Beyond academic activities, the institution organizes guest lectures, seminars, and workshops on both academic and non-academic skills to keep student-teachers updated with the latest developments in the field of education.
- The alumni association conducts interactive sessions where student-teachers gain insights into the latest teaching-learning strategies and innovative practices employed by the institutions through which our alumni are associated.

Top of Form

Bottom of Form

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

2.4 Competency and Skill Development

2.4.1

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

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

9.Preparing Individualized Educational Plan(IEP)**Response:** C. Any 4 or 5 of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: C. Any 4 or 5 of the above

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

2.4.3

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

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

Response: B. Any 3 of the above

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

2.4.4

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**

- 3. Building teams and helping them to participate**
- 4. Involvement in preparatory arrangements**
- 5. Executing/conducting the event**

Response: B. Any 4 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

An internship is a type of professional learning opportunity where students can work on real-world projects that are relevant to their subject of study or desired career path. A student can explore and expand their career as well as acquire new skills through an internship.

Identification of school

The selection of schools is based on various factors like the location, learning environment, and affiliation type of school. First, we gather the information that a particular school has an internship program in their schools. We consider the location of the schools, and whether they are accessible to students or not. We take permission from the selected schools. The internship in-charge approaches the school principal and explains them in detail our internship goals.

Orientation: Orientation before starting an internship is very crucial for both interns and the schools as they will be working together. They are oriented about the observations, activities, and lessons to be completed within the given time slot. The internship in charge clearly states the goals of the internship as well as the conduct, performance, and deliverables that are expected from the interns.

The very first step is to orient students about the various microteaching skills, writing objectives, and lesson writing. Teachers give pupils demonstration lessons. First, they have to prepare a rough lesson plan and then get checked by their pedagogy teachers. After checking they are allowed to deliver the lesson in their respective schools. Their lessons are observed by the supervisor assigned to that particular group.

Students performance assessed by teacher:

While delivering lessons students use various teaching aids, PPTs and other materials to support learning. Teachers act as facilitators who guide students throughout the internship program. Teachers observe their lessons and activities performed at school and give insightful remarks.

Feedback

By offering constructive feedback, the teacher highlighted both strengths and areas for improvement, encouraging students to strive for excellence. School teachers do the co-teaching with students and also give feedback to them so that they can improve their skills. Teachers provide insightful remarks on their lessons.

As the internship progressed, the student took on more responsibilities, including leading class discussions, designing interactive activities, and assessing student performance.

At the End of Internship

By the end of their internship, the student demonstrated significant proficiency in delivering lessons. Initially, the student focused on understanding the core principles of effective teaching, such as lesson planning, classroom management, and student engagement techniques. Through observation and practice, they gradually honed their skills, receiving constructive feedback from mentors and peers along the way.

Conclusion

The culmination of their internship was marked by their ability to independently plan and execute lessons with confidence and competence. This mastery was evidenced by positive feedback from both students and supervising educators, highlighting the student's growth and readiness to embark on a professional teaching career. The internship experience proved invaluable, equipping the student with the practical skills and confidence needed to succeed in the classroom.

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

2.4.9

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

Response: 19

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

Response: 5

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

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

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

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship constitutes a crucial component of the B.Ed. Program, offering student teachers the opportunity to develop essential skills for effective teaching. According to Mumbai University's syllabus, internship spans across the II, III, and IV semesters as part of the Project Based Course in the Practicum component.

During the internship, student teachers gain exposure to school environments and the responsibilities of teachers. Activities include shadowing school teachers, observing lessons by peers, co-teaching with teachers and peers, administering unit tests, analysing results, and developing learning materials. These experiences are designed to train and prepare student teachers to become competent and confident educators. Successful execution of the internship program requires collaboration among teacher educators, school principals, school teachers, and peers.

Role of Teacher Educators: Teacher educators guide student teachers in systematic lesson planning aligned with lesson objectives. They also provide orientation in administering unit tests, analysing results, and developing educational resources as per conceptual needs. Discussions cover classroom management, teaching skills, and disciplinary norms pertinent to internship schools. Teacher educators, in collaboration with principals, plan the internship program, coordinate with school supervisors, and oversee student teachers' activities through regular school visits. Before conducting lessons, student teachers must have their lesson plans approved by subject-specific teacher educators. Educators observe these lessons, provide constructive feedback using structured evaluation criteria, and assist student

teachers in coordinating with school staff for timetable preparation and lesson assignments.

Role of School Principal: School principals collaborate with teacher educators to grant permission for the internship and discuss program activities and codes of conduct. They appoint a senior school teacher or coordinator to oversee the internship's execution. Principals supervise all activities conducted by student teachers to ensure smooth program implementation.

Role of School Teachers: School teachers inform student teachers about the syllabus and assist in shadowing experiences to observe and learn necessary skills. They guide student teachers in fulfilling teacher responsibilities and provide feedback on their teaching. For co-teaching, school teachers collaborate with student teachers to plan lessons and offer guidance on curricular and extracurricular activities to be completed by student teachers during internship program.

Role of Peers: During the internship, student teachers collaborate with peers to organize timetables, allocate lessons, and plan observation sessions. Student teachers also plan their lessons with their peers for co-teaching lessons to be conducted in fourth semester of the internship program.

The internship program thrives on collaboration, where teacher educators, student teachers, school principals, and teachers work collectively to ensure its successful completion. Top of Form

File Description	Document
Documentary evidence in support of the response	View Document
Link for additional information	View Document

2.4.12

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

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

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

Response: B. Any 4 of the above

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

2.4.13

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

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 96.67

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 60.34

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

Response: 7

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

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

Response: 2.9

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

Response: 29

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Oriental College of Education aims at orienting, creating and excelling through new modes of opportunities not only for students but taking along teachers as well. Educators keep themselves expertly refreshed through assortment of ways. These incorporate joining in conferences, seminars, and courses. Teachers submit conceptual and research-based papers to journals. and can use judiciously variety of resources on the library blog. In the beyond couple of years many changes have been introduced because of the NEP 2020, national curriculum framework. Oriental College of Education have always used up newer ways to induct these changes to the faculty.

In house discussions on current developments and issues in education held by *Oriental College of Education*:

- One day Webinar on Teachers leading Intellectual Transformation & Human Values was conducted for teachers on 5th September 2020.
- Value added courses by the faculties as coordinators were prepared targeting current issues and trends like human values, technology and ethics, professional development, behaviour management and mindfulness wellbeing in the last five years.
- Workshop on Heuristic Digital Empowerment for contemporary and Time-honoured Women was conducted on 20th December 2019.
- A seminar on "Rebuilt Women's Resilience by Orient Occupational Opportunities" was conducted on 9th August 2020.
- National Seminar on Digital Pedagogy challenges and Perspectives was conducted on 27th October 2018.

Sharing information with colleagues and with other institutions on policies and regulations:

- ICSSR sponsored National level seminar on NEP 2020- A Roadmap To Innovation was conducted on 16th January 2024.
- A five-day FDP for teachers on Nayee Talim Work Experience in collaboration with MGNCRE was conducted on 24th-29th August 2019.
- Teachers have been invited as guest speakers for FDP at Oriental College Of Pharmacy on December 2022 to speak about trends in education.
- Teachers have been invited as guest speakers for FDP at Sanpada College Of Commerce And Technology on July 2022 to share views on innovation in education.
- A national level webinar in collaboration with H.B.B.Ed on "Fostering Women Health And Population Concern" was conducted on 11th July 2023.

Apart from these, teachers are engaged in attending webinars/meetings/talks on current trends like NEP 2020, COVID 19 etc and are constantly in the process of updating themselves professionally.

File Description	Document
Documentary evidence to support the claims	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

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

Response:

The University of Mumbai has specified the pattern for **Continuous Internal Evaluation**, which is being followed. For every theory course, the components consist of **Essay Test, Assignments, and Class Test**. Each course will receive a **total of 40 marks** for these. All activities are systematically documented and maintained for the purpose of Internal assessment. Formative assessments are completed through **Assignments, Essay Test, Class Test, group projects, community service, Learning Resources, Internships, Book Reviews, Action Research and Project Based Course**. The accomplishment of PLOs and CLOs serves as evidence of results. The talents attained include leadership, classroom management, ICT, personality development, soft skills, communication, and a variety of teaching and learning abilities. For project-based courses, the semester-by-semester continuous internal evaluation is as follows:

Semester One: Community Work (20 marks) and Co-curricular activities (30 marks)

Semester Two: Internship (100 marks) including five internship lessons, observing peer lessons, shadowing school teachers and observation of school activities

Semester Three: Internship (200 marks) including 10 lessons, 2 theme based lessons, 3 co teaching with school teachers, administration and analysis of unit test, maintaining reflective journal

Semester Four: Total 150 marks including lessons, reflective journal, action research, preparing learning resources and community work.

Prior to each semester, the students receive orientation regarding the Continuous Internal Evaluation pattern. All due dates for essays, assignments, and class exams are announced ahead of time. Students receive their assessed answer scripts to review. Students come to the assessor with any questions they have in order to get clarity. Students who may not have performed well on the first test are given another one if necessary.

Students select tasks that include online research, fieldwork, and library study. Adequate orientation regarding the same is provided to them. Action research is carried out on a real-world need. Pupils receive the necessary guidance to generate original work and steer clear of plagiarism.

For individuals who don't score well, remedial lessons are given so they can improve for subsequent exams. Teachers post content for review in the form of videos, tests, and other materials on Google Classroom, where students can post questions. It's also encouraged to answer questions one-on-one.

An important part of internal evaluation is the internship, and student development is closely monitored. Regarding the classes and other internship-related activities, immediate feedback is provided. The faculty member overseeing internal assessment maintains a record of all assignment and grade submissions. The Internal Assessment Committee reviews the assessment at the end of the semester and, if needed, modifies the marks that were given.

The University of Mumbai's recommended elements of Continuous Internal Evaluation are covered in the paragraphs above. The college does point out that there are other areas that also require evaluation, such as leadership, organization, public speaking, and technological proficiency. Students receive timely feedback on these areas so they can see their development as a whole. While there isn't a formal assessment for other crucial qualities like diligence in work, work ethics, punctuality, and teamwork skills, the college does take note of these qualities and provides constructive feedback to students regarding them. These qualities are important for all professionals.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

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

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

Response: D. Any 1 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The grievance redressal mechanism for examination-related issues is a structured process designed to address and resolve students' complaints efficiently and fairly. This mechanism typically involves several stages, ensuring transparency and accountability throughout the process. In order to redress individual or collective grievance Oriental College of Education has a grievance committee to address the problems or issues of the students regarding examination.

Procedure for grievance with respect to Internal Assessment.

The Two-year B.Ed. Programme include Internal Assessment conducted at college level and External Assessment conducted at university level.

Orientation of Internal assessment is given at the beginning of each semester and the expected answer pattern, marking Scheme is explained to the students. Question Papers are prepared according to the norms of University and communicated with students in advance.

Oriental College of Education has Examination Committee to maintain the quality of Internal and External Examination. Notice regarding Essay Test , Class test and University examination notices are uploaded on website on timely.

The internal assessment test schedule is prepared as per the university norms and communicated to the students well in advance. Orientation on internal assessment is provided to the students. Examination time-table and question paper format, marks are informed to the students within one week of notice period. Evaluation is done by the teacher and mark sheet is provided within one week of the examination. After the assessment of Internals feedback is given to the individual students.

Procedure for grievance with respect to External Assessment.

Orientation of External exam is given before the university exam also expected answers, marking scheme and revaluation process is explained to the students in detail.

When university results declared, if the candidates are not satisfied with their marks can approach to the college office for the revaluation process. Prescribed procedure and the college office ensures that the revaluation request is forwarded to the University within the given time period. Follow up procedures are also done through the college office and the students are communicated about the outcome when the request for revaluation is processed.

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

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

The B.Ed. Two Year CBCS (choice-based credit system) programme includes internal evaluation as a mandatory component. The University of Mumbai's established course serves as the guidelines for the internal evaluation in Oriental Education Society's Oriental college of Education. The design of the internal assessment is given enough time during the curriculum planning meeting at the beginning of every term SEM I,II,III,IV. Academic calendar maintains a structured way to inculcate the components of internal evaluation i.e Practicum Part B. Internship , Community Work ,Action Research. Reflective journal etc . This commitment guarantees equity, uniformity, and a smooth learning process for every student in addition to reflecting the professionalism of the institution.

Many essential factors which demonstrate its commitment to operational excellence:

- **Set Timetable:** A clear timetable for internal assessment tasks is provided by the academic calendar for the whole academic year. Important dates submission deadlines, assignment due dates, and other types of assessments are included. Students and faculty members are informed about this timetable well in advance, which promotes clarity and facilitates efficient preparation and avoids confusion in the coming yearly plan.
- **Different Modes of Evaluation:** The academic calendar gives scope to a wide variety of evaluation techniques to accommodate a range of learning preferences and skill levels. Written assignments, group projects, speeches, participation in activities, open book test, mid and end

term exams and more are all included in this. A comprehensive assessment of pupils' abilities and knowledge is ensured by the diversity.

- **Well-adjusted Workload:** Adhering to the academic schedule ensures a balanced workload by preventing assessment clustering or clash in lectures well in advance and distributing it equally throughout the semester. This reduces stress among teachers and helps them to better manage their time.
- **Maintain fairness:** Following the academic calendar improves openness and equality in evaluation methods wherein students are evaluated on the same timeframe and standards, guaranteeing a fair playing field for everyone.
- **Healthy working environment:** Teachers collaborate more when they follow the academic schedule. Coordinating tests, grading, and feedback results in a more efficient experience for both students and teachers. The college's academic schedule reduces conflicts between assessment dates and other responsibilities. This consideration encourages pupils to focus on their academics and tests without feeling pressured.

To sum up all, the college provides a climate that fosters students' learning journeys, promotes active involvement, and preserves the quality of the evaluation process by meticulously planning and executing a well-structured assessment schedule. This dedication permeates the whole campus, creating a supportive learning environment that equips learners for accomplishment in their future undertakings.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The University of Mumbai's syllabus was used to create the PLOs and CLOs.

The PLOs and CLOs are developed with reference to documents such as the National Curriculum Framework for Teacher Education NCFTE 2009, National Education Policy 2020. The institution ensures that the teaching and learning process is in line with the PLOs and CLOs through the implementation of specific measures. The faculty fully understands the importance of the PLOs and CLOs. They have participated in creating the identical. Staff members receive an orientation on Learning Outcomes before the start of every semester. The college website shows the PLOs and CLOs for students to review. Students are informed of the anticipated learning results when a unit is introduced as well.

The faculty creates the plan for each course for the year. Different teaching and learning methods are evaluated to determine the ones that align best with the CLOs. The effectiveness of these methods relies on the educational requirements of the learners. Quizzes, discussions, and short tests are conducted at the end of each unit to determine if students have achieved the CLOs. The PLOs indicate what students should have learned by the end by the end of B.Ed program that lasts for two years. The theory courses, project-based courses, among others are specifically designed to align with the PLOs. Value added Courses, field trips, expert interaction, also help achieve PLOs.

Adult learners are enrolled in the B.Ed program, therefore the principles influence the process of teaching and learning. These principles consist of the learner's necessity for knowledge, capacity to leverage on previous experiences, willingness to take ownership of their learning, and internal drive to learn. Following these principles, the school promotes student engagement in MOOCs, utilization of OERs, and access to additional reading materials available on the library blog and in Google Classrooms.

The staff adopts modern approaches that encourage creativity, analytical reasoning, and teamwork. The educational landscape is regularly reviewed to ensure that the PLOs and CLOs continue to meet the needs of the current times and the near future. In mid-course meetings issues with regards to CLO are deliberated and changes are applied accordingly.

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

2.7.2

Average pass percentage of students during the last five years

Response: 99.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	88	57	51	50

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

2.7.3

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

Response:

An essential component of the B.Ed programme is Continuous Comprehensive Assessment. Information on each student's progress towards achieving the professional and personal characteristics is provided via this evaluation.

Collaboration abilities, teamwork aptitudes, problem-solving abilities, and life skills such as creativity, critical thinking, and decision-making are examples of professional qualities of pupils. In all extracurricular and cocurricular activities, these professional qualities are evident. Students hear from the professors about these characteristics.

Students reinforce these attributes by receiving praise and acknowledgment for exhibiting them positively in the following

Theory courses: Assessments like as essays, assignments, tests, and exams are used to track students' progress in theory courses. Formative evaluations, such as quizzes, class discussions, and idea mapping, are also used to gather information about students' performance. The CLOs for the relevant course as well as the PLOs generally are in line with these assessment techniques.

Project-based courses: Project-based learning activities, such as internship, community service are assessed using a scoring system. The same method is also used to assess action research.

Other project-based activities, such as extracurricular pursuits and volunteer work, are assessed using applicable criteria.

Other Activities: Numerous more activities that are in line with the PLOs and CLOs are also undertaken by the students. For instance, involvement in seminars, assemblies, cultural activities value-added courses, self-study courses, and workshops is tracked, and pertinent feedback is provided on student performance to enable growth.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 68.42

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

Response: 65

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

2.7.5

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

Response:

Candidates are enrolled in the Bachelor of Education program based on their CET scores and their performance in the English Language Competency Test (ELCT). Based on the results and entry counselling evaluation is done. The evaluation of the responses aids in organizing activities that cater to their needs.

The identified needs are categorized into three types:

- **Pedagogical areas**
- **Needs related to the subject matter**
- **Needs related to ICT.**

Teaching requirements are about the necessity for student teachers to engage in meaningful interactions with their students. This encompasses the ability to control the classroom, address the needs of various

students, develop and use engaging teaching methods, and evaluate student progress. The fulfilment of these requirements is determined by observing and evaluating the student teachers' internship lessons. Many students report that these requirements are fully satisfied, achieving grades of A majority in this aspect. Student teachers provide their opinions on the internships during Semesters 2, 3, and 4, with the majority expressing positive feedback, showing that they recognize an enhancement in their teaching abilities.

In the selected pedagogy subjects, content-based needs are evaluated through content mastery. This lesson planning and internship coaching, address these needs. A measure of these needs' satisfaction is provided by the content test results and the content mastery demonstrated during the internship lessons.

As far as ICT needs are concerned, these are handled with the integration of ICT throughout all B.Ed. program coursework and extracurricular activities. The value- added courses assess students' creation of the E resource is one of the assessment assignments in this subject. Students' needs in this area are clearly satisfied because they use ICT for assignments, action research, assemblies, and internships, ability courses etc.

File Description	Document
Documentary evidence in respect to claim	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.73

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.1.2

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

Response: 0

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

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

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

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

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

3.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 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

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

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

3.2.2

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

Response: 0

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

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

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

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 4.6**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	7	8

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 83.38**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
195	180	00	102	100

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

3.3.3

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

Response: 0

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

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

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

3.3.4

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

Response:

Outreach initiatives are essential for both society and students. They give students the ability and opportunity to polish vibrant abilities like leadership, problem-solving, and communication. Interacting with varied populations increases perspective-broadening, self-assurance, and empathy. Through networking and the application of knowledge in the real world, these activities also give students practical experience, which enhances academic learning and prepares the for future. which enhances academic learning and prepares them for future.

Outreach activities were conducted in Oriental College of Education, Sanpada to influence and sensitize students on social issues and community development. The aim was to raise awareness, foster social responsibility, and encourage active participation in community development initiatives. Many awareness campaigns are organized by our college. The students of Oriental College of Education are taken to Shantivan, Panel for community service. The college is also involved in various health check-up programs. Oriental College of Education has organized Blood Donation drive successfully and motivated the community to participate in voluntary blood donation drive. Oriental College of Education

has conducted Swatch Bharat Summer Internship program organized by Government of India and also conducted a cleanliness drive that is Swatch Bharat Abhiyan. Students of Oriental college of education also participated in street play competition under Udaan festival. These activities are crucial for raising awareness and educating students and our society about social issues, as well as contributing to society. In order to raise their awareness of social concerns and motivate them to make an optimistic role to society, our college hosts a variety of community outreach events. In collaboration with National Society for Equal Opportunities for the Handicapped (NASEOH), Oriental College of Education planned and executed community service and gave opportunity to students to contribute back to the community. Oriental College of Education, Sanpada organized a "Poster Making" competition on theme "Gender issues in Indian society" to showcase students' artistic expression and raise social consciousness in society. Women Development Cell of Oriental College of Education, Sanpada organized an awareness program on Digital Stree Shakti in collaboration with Stree Mukti Sanghatana, Vashi. The session was concluded by sharing useful contacts & sites, helpline numbers for reporting of cyber-crimes.

The outreach activities conducted by Oriental College of Education has successfully influenced and sensitized students to various social issues and the importance of community development. By engaging students in interactive and practical experiences, the program aimed to foster a sense of social responsibility and encourage active participation in community initiatives, thereby contributing to the overall betterment of the community. Ultimately, outreach fosters a mutually beneficial partnership in which students develop personally and professionally and society gains from the new ideas, vitality, and solutions that students bring to the table.

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

3.3.5

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	3	0

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	2	2	3

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.4.2

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

Response: 5

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: 5

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document

3.4.3

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

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Oriental College of Education is a self-financed institute with campus area of 2.00 acres. It has 1894.00 sq.mts. built up area. It has a Seven-storied spacious building that accommodates the academic wing and the administrative wing of the college. The description of the various classrooms and other facilities is given herewith: Teaching - learning facilities: The Modern facilities required for the effective teaching - learning process is more than adequate and they exceed the minimum specified requirements by the various statutory bodies. Some of the major facilities which are being used for effective teaching - learning are furnished below: More than 8 class rooms and 1 seminar halls are Wi-Fi enabled. Class room and seminar

hall has a provision for smartness, including LCD projector, Laptop etc., Furniture available in the class room are suitable for sound learning. State of the art laboratories are made available for all the programs Student – computer ratio is 1:1 and the allotment ratio in the lab is 1 : 1. Well-stacked library functioning from 09.00 am to 5.00 pm Evening. The Library has the subscription for online resources such as e-Journals, e-Books, Databases, etc., in addition to regular books, journals, magazines, newspapers etc., The Professors, Students Teachers and research scholars as well as visitors can access the E-resources, anywhere anytime through remote access. Smart board facility is available. Multipurpose Hall: The different activities like debates, dancing, singing, group discussion, guest lectures, quiz etc. are also organized from time to time. This is used for the following

purposes: Holding of practicum, celebration of certain functions and days of national and international importance, holding co-curricular activities, workshops and seminars, conducting examinations, holding guest lecturers, as a method laboratory and as a common room. The institution has very big ventilated multipurpose & seminar hall where all the co-curricular activities and extracurricular activities are organized. Our seminar halls of capacity 120 Students & Teacher are available in the for the conduct of conferences, seminar, workshops, Institution events etc., Center for Innovation in teaching and learning supports faculty members to create E-contents which could be used by the students. The playground: The Playgrounds are utilized for all kinds of outdoor activities and games like cricket and volleyball. To conduct the indoor games like chess, carom,

table tennis, ludo etc. For the activities related to outdoor games like volleyball, football, cricket, badminton, athletics etc. a huge playground is available in the institution. Sports kits and material facilities are provided to students. Multi- Purpose are equipped with latest technology. There is unfixed LCD projector with screen, OHP, Audio Systems, D.V. D. player, various CD'S and D.V.D.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 37.5

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

Response: 3

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

Response: 8

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

4.1.3

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

Response: 1.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	00	00	0.08	00

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Name of the ILSMS software : e- Library,OPAC

(fully or partially) : fully

Version : 3. 0 (2007)

Year of automation : 2007 / 2024

Oriental College of Education is one of the reputed institutions which has adopted automation of library using integrated library management system (**ILMS**) i.e. **OPAC** & e Granthalaya from 2003. The facilities provided in the institution are meeting the expectations of the academicians in the learning environment. The institution is having a good library which caters the needs of the faculty, students and staff in providing the required learning resources at the right time.

Oriental College of Education library's purpose is to satisfy B.Ed. Students needs in the changed information scenario. It is more reliable than manually completed tasks and is constantly improving with technology upgrades. Here are the key purposes of library automation in today's fast-paced world.

OCE Library increase the **efficiency of operations**, make **services more effective and accurate**, satisfy **library and patron needs that cannot be met by manual methods**, **B.Ed. Students** provide easy access to **other network or system resources, including the internet** as well as improve the **management of their physical and digital resources**.

Oriental College of Education Library automation software makes it easier for patrons to use electronic resources, for example by **providing barcode scanning that can be used to identify books**. It reduces the staff workload and increases the **efficiency of the library**. It encompasses the process of **replacing traditional, paper-based systems with computers and software**. It makes information more **available and accessible in an easier manner**. **With automation**, libraries can save space by not having to keep too many physical books as they used to before. It helps libraries **save time and money** by automating

administrative tasks. Libraries that use automation need **less staff because most tasks are automated**. Libraries can automate their databases so that there are **fewer mistakes and more data accuracy**. The possibility of data and resource **duplication is eliminated with automation**.

e- Library and OPAC main features :-

OCE library Students are listed, along with a record of the books checked out and the transactions made with them. It is simple to get various reports, including monthly reports, periodic reports, and reports on the transactions of books over a certain period of time. Reports can be tailored to needs. For instance, by entering the course name, one can obtain the utilization of book details for a certain course. A book is easy to track down. By entering the accession number or title, one can discover additional books that are available. One may find out the identity of the individual who borrowed the book, as well as the due date for return. One can create a summary of the quantity of books accessed. This makes it easier to determine which books are frequently accessed and which are not. When ordering new books, this information is helpful. Users may receive an alert reminding them to return overdue books on time.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document

4.2.2

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

Response:

For purpose of exchanging links to electronic books, articles, journals, and other materials that can aid in the teaching and learning process, Oriental College of Education has set up a dedicated blog. The library blog can be accessed at <https://ocelib.blogspot.com/>

Oriental College of Education has well equipped library with high speed internet facilities along with Wi-Fi Access and run open-source integrated library software such as e-Granthalaya & online public access catalogue OPAC. OCE library is divided into different sections for easy access, such as Reference, Periodicals, B.Ed. related books, General Reading, New papers, Subject Wise Books, and a Reading Room. These resources are accessible to students, researchers, and faculty members with a connection to the college. We have reference books, encyclopedias, magazines, textbooks, general literature, Action research, NCTE Journals etc. We constantly add new items to our collection to make it better. In addition, we provide instructors and students with access to the internet and OPAC. We have an online library where books are posted to promote reading habits for people who would rather access information online. We celebrate the " Vachan Prerana Divas", Book Exhibition as well as librarian Day and host activities like book review sessions to encourage a love of reading. Our objective is to make our materials simple to use and available to all members of the Oriental College of Education community.

The OCE faculty has created resources in form of lesson plans, OERs, worksheets. These resources are also shared on the library blog. Since its launch in 2018, the blog has undergone gradual enhancements in response to user input. Highlights of using a blog as an electronic library include stakeholders having access to E-library at any time and place. Also Readers can benefit from book reviews. Students have done effective action research and assignments using the blog. Faculty-made resources are shared on the E library. Usage statistics make it easier to identify the most popular resources. The college has found that use of blog as an E library is a economical way to share E books and E journals and also encourage students to use E resources effectively for learning. In order to provide readers a general idea of the content, a brief synopsis of the resource is typically supplied. Additionally, readers share their opinions in the comments section. Links to resources are shared with students enrolled in self-study courses to help them with their assignments. On a dedicated blog page, faculty enrichment books and materials are provided. Education-related documents are also exchanged. This tool helps faculty members stay up to date with the latest developments in education while also fostering their professional development.

Oriental College of Education blog displays links of over 50 books, 2000 + E- journals, multiple Swayamprabha videos and 15 documents related to Education.

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

4.2.3

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

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**
- 4.e-books**
- 5.Databases**

Response: A. Any 4 or more of the above

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

4.2.4

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

Response: 0.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.38468	0.26923	0.11826	0.36336	0.1785

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

4.2.5

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

Response: 13.15

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: 514

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: 542

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: 592

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: 566

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: 482

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

4.2.6

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Oriental College of Education has regularly updated its IT facilities by increasing the number of computers, software and printers. The IT Incharge of the college recommends up-gradation of the computational facility, networking and educational technological services on a timely basis through continuous review. The college has a structured LAN facility. The network is in 3 tier architecture comprising of the Core, Distribution & Access. All the end users are connected through **10/100/1000** base ports. SME/ Lease line broadband plan which provides a bandwidth of more than **100 MBPS**. The Leaseline broadband is available at **15 MBPS at 1:1 ratio**. The **wireless routers** are installed on all floors of the college so that **Wi-Fi facilities** can be availed by the students, faculty members and support staff. All the **LAN** attached users are connected to the Access Switch Based on the **VLAN** and Security Policies associated to them as mentioned above. In order to access the **internet from laptop, mobile devices, institute provides campus-wide seamless internet connectivity**. All the Wi-Fi nodes are secured and radius server access controlled by the **system administrator** through the **user ids** of the devices provided by IT department of college.

The teaching and learning process is enriched by e-resources available in the college like ebooks (received as complementary books), e-journals. Interactive demonstration teacher education related videos are available to students Teachers so as to augment learning capabilities. Students are also encouraged to use ICT facilities for **Teaching Aid, lesson plan making in Canvas, Value added courses, optimization and analysis of Action research experimental data such as mean, median, mode, standard deviation, T test, Anova, eric, Shod Ganga, online Plagiarism detection software**. Administration office and examination section also have required IT facilities for smooth functioning. The college has opted for a e-governance system through Tally, D Space, OPAC, E Blog and E Granthalya which is effectively used in the areas of review of related literature, education planning, student and admission support and library. Canvas and Google classrooms were introduced as LMS platform for flip classroom, online learning and adequate revisions by sharing recorded lectures. Dedicated you tube channel encourages self-learning and knowledge upgradation. Some Classrooms, method room and seminar hall are ICT enabled with LCD along with a smart class room facility. These ICT facilities are available for teaching, training, conducting meetings and delivering presentations and national seminars, webinars, workshop and many more.

Dedicated computing facilities

Institute provides IT facility to student with 1: 5 ratios with 105 PC, 4 printers, internet SME Line 100 MBPS, lease line 15 MBPS with Wi-Fi facility.

Date of updation: 07/08/2023

Nature of Updation: Increases internet bandwidth from 10 to 100 MBPS

Speed of Internet (SME): 100 MBPS

Leasline:15 MBPS

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 10.26

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

4.3.3

Internet bandwidth available in the institution

Response: 300

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

Response: 300

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

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: C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1**

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

Response: 13.27

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support

facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2.80	0.39	0.25954	4.54	4.90

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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

Oriental College of Education established protocols and guidelines for managing and making use of the tangible academic and support resources, such as the laboratory, library, sports complex, computers, and classrooms.

Physical facility maintenance: Regular cleaning keeps the physical facilities in good condition. When needed necessary pest control measures are taken. Repairs are made in accordance with necessity. An experienced electrician inspects all electrical equipment and is called in for repairs as needed. Periodically, painting and other infrastructural repairs are done. Support personnel at the college look after the furniture. The support staff handles little repairs. For large repair jobs, a carpenter is called in.

Upkeep of laboratories: The supplies and apparatus required for psychological experiments are housed in the psychology lab. With the assistance of the support personnel, the faculty in charge of the psychological laboratory oversees the same. The faculty and support staff are also in charge of the science laboratory. If any equipment is defective or contains outdated chemicals, it is to be disposed of with proper care. Orders are placed by getting in touch with the seller.

Computer maintenance: -Computer maintenance is handled by the technician. After assessing their state, outdated computers and non-working parts are either fixed or replaced. The daily cleaning of ICT resource is handled by the support personnel to keep it dust-free.

Library maintenance: The support staff and the librarian oversee the upkeep of the library. Dusting is done every day. Every year, the books are weeded. Books that are damaged are fixed. Rebinding the books takes care of loose binding. The Annuals Stock is verified. Teachers and students receive instruction on how to handle books carefully to prevent harm to them.

Plumbing maintenance: Plumbing work is checked on a regular basis. The internal support team is in charge of handling small repairs, such as replacing a leaky faucet.

Upkeep of the college grounds: The college has playground and manages the institution is responsible for maintaining the playground. Regularly, the support crew removes any unwanted grass or weeds that may emerge, particularly during the rainy season. The managing society is often responsible for maintaining the trees on the property. The plant care crew at the college helps out by watering and pruning the plants. The college and the management work together to keep the grounds and gardens generally tidy.

Regular cleaning and maintenance of all equipment and the entire property are handle by dedicated supervisor appoint by the Management and whose supervision is monitored by the principal and head clerk of the office as well.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9.Canteen
10.Toilets for girls

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: C. Any 2 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 8.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	06	05	01	00

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

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

5.2.3

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

Response: 2.64

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

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

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	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:

The student council plays an active and proactive role in the functioning of an institution. As the representative body of the student community, it acts as a liaison between students and the administration, advocating for their needs, concerns, and interests.

One of the primary functions of the student council is to **voice student opinions and suggestions**. It provides a platform for students to **express their ideas and concerns**, ensuring that their voices are heard by the administration. By actively engaging with the student body, the **council gathers valuable feedback** and promotes a **student-centered approach to institutional decision-making**.

Moreover, the student council collaborates with the administration to initiate and implement **positive changes** within the institution. It works towards **improving various aspects of student life, including academics, extracurricular activities, facilities, and campus culture**. By actively participating in committees, meetings, and discussions, the council contributes to the overall enhancement of the institutional environment.

Furthermore, the student council plays a crucial role in **organizing events, activities, and initiatives that benefit the student community**. These can range from **academic seminars, workshops, and career fairs to cultural festivals, social outreach programs, and sports tournaments**. Such events foster a sense of **unity, personal development, and engagement among students**, enriching their overall college experience.

Following is the committee under student Council

General Secretary/ Class Representative: Class Representative (CR) is the head of the class, who primarily bridges the gap between Students and Teachers. They organize different activities for the class.

: The Deputy General Secretary manages the Student Council along with the General Secretary and plans events for the council's members, teachers, and students.

: The Cultural Incharge is responsible for working closely with the students to ensure that there are as many student-teachers as possible involved in creating high-caliber cultural programs that will be presented on various college platforms.

: The Notice Board Incharge regularly updates the information, announcements and notices. They are responsible for removing outdated or irrelevant notice to keep the notice board updated and clutter- free.

: The assembly coordinator is in charge of planning daily and special assemblies with the student body and maintaining a record of such Assemblies.

: The annual sports day event is organized by the Sports incharge. In addition to this, the sports coordinator also plans smaller indoor and outdoor competitions to encourage students to participate in sports and have a competitive attitude.

: Discipline Incharge maintains respectful and harmonious environment within students and Institutions.

: Library incharge coordinates between student and Library. They are assisting patrons with locating and accessing books, journals and other materials.

: Social Media incharge post all the clicks and videos on Website, Facebook, Instagram and You Tube. They are creating and curating content, monitoring analytics and engaging with followers to maintain a positive online presence.

: Picnic and Community work Incharge helps the teachers to arrange the educational visits.

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

5.3.2

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

Response: 5.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	01	03	02

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

5.4 Alumni Engagement**5.4.1**

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

Response:

“An organization’s alumni are the reflection of its past, representation of its present and link to its future.”

The institution Oriental College of Education has formally registered in the name of **Oriental College of Education Alumni Association, Registered no. Maha/ 431/2022** under the society registration. The alumni association has a separate **bank account in Indian Overseas Bank, Sanpada**. It strongly believes in providing opportunities for alumni to network and interact with the college, students, communities served, promoting services and support and build relationship with current students in order to encourage their involvement as alumni. It convenes on a regular basis to explore strategies for enhancing the educational experience within the institution and providing support for the broader need to grow the institution to new heights.

Alumni as Resource person

Numerous Alumnis are employed as Principals, Coordinators, Academic leaders to hold other esteemed positions that help in placements to our student teachers to other educational institutions. We invite our Alumni students to guide in lesson plan, to conduct workshop and orientation program to motivate our new admitted students.

Alumni conducts different activities like **workshop on soft skill development, CET workshop, Book donation drive and contributed their Action Research work.** They contribute to action research book by sharing their practical experiences, insights, and outcomes from implementing research findings in real-world settings. Their contributions can include case studies, reflections on challenges and successes, and recommendations for future

research and practice. Alumni perspectives add depth and credibility to the book, making it more relevant and useful for practitioners and researchers alike.

Alumni as Alma matter

On Annual Day institution **honour** our Alumnis for their dedication. Alumni meet held once in a year to have an interaction between the institution and the students.

Life Membership of OCEAA

OCEAA provide them with the **life membership number and certificate.** Alumnis are invited for the convocation ceremony.

Best Part is that our Alumni is the motivator and speakers for the valued added course.

“Alumni associations can usually supply a list of alumni (often free) according to location, graduation year or profession. The alumni connection can often provide the “in” you need for job and career assistance.

Alumni associations are great for helping alumni stay tuned in to the happenings back at college and with other alumni.

“Together, we celebrate our past, strengthen our present and build a brighter future for alumni community.”

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

5.4.2

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: B. Any 4 or 5 of the above

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

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

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

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

The Oriental College of Education Alumni Association (OCEAA) plays a pivotal role in supporting educational institutions by fostering connections between former students and current ones, thereby creating a vibrant community that extends beyond the classroom. This network not only strengthens the institution's reputation but also acts as a robust support system that motivates students and helps in recognizing, nurturing, and furthering their talents.

The presence of an active Alumni Association serves as a significant motivational factor for students. Alumni who have achieved success in various fields often return to their alma mater to share their experiences, providing students with tangible examples of what can be achieved with dedication and hard work. These interactions inspire students to set higher goals and pursue their ambitions with greater determination. Furthermore, alumni can offer valuable insights into career paths, different trends for jobs, and the skills needed to succeed, thereby helping students make informed decisions about their future.

In addition to motivation, Alumni Associations play a crucial role in recognizing and nurturing special talents among students. By organizing events such as workshops, seminars, alumni can help identify students with unique skills and potential through interviews. These events provide a platform for students to showcase their abilities, receive constructive feedback, and gain confidence in their talents. Additionally, alumni can facilitate internships, job placements, and networking opportunities, giving students a head start in their professional careers.

By leveraging their placement connections, alumni can open doors for students that might otherwise

remain closed, thus accelerating their progress and success. Furthermore, the Alumni Association helps in creating a sense of belonging and community among students. Knowing that they are part of a larger network of individuals who have walked the same path instills a sense of pride and loyalty in students. This connection can be particularly motivating during challenging times, as students feel supported by a community that understands their struggles and is invested in their success.

- In Academic Year 2018-19 Alumni are felicitated in Convocation Ceremony for their Valuable Contribution for the Institution.
- In Academic Year 2019-20 Alumni delivered demo lessons in F.Y.B.Ed. students.
- In Academic Year 2020-22 Alumni as Principals and Coordinators leveraging their placements connections and open doors for the B.Ed. Students by sending Vacancy details to Placement Incharge.
- In Academic Year 2022-23 Alumni acts as a Resource Person for Value added Course Gen Z learners.
- In Academic Year 2023-24 Alumni contributed as resource person for Value added Course, Published Paper in Action Research Book and in three Seminar Proceedings organised by OCE.

In conclusion, the Alumni Association is an invaluable asset to educational institutions, providing a multifaceted support system that motivates students and helps in recognizing, nurturing, and furthering their talents. Through mentorship, networking opportunities, and the creation of a strong community, alumni play a crucial role in shaping the future success of students. By maintaining active and engaged Alumni Associations, institutions can ensure that their students receive the encouragement and resources they need to excel, ultimately contributing to the institution's ongoing legacy of excellence.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Oriental Education Society's, Oriental College of Education seeks to function as a teacher training institution that will create a resource pool of educators who are humane yet experts in their subject areas, disciplined yet sensitive to learners' techno savvy yet deeply rooted in their cultural values. The above statement showcases our mission and vision. The institution has a deliberate exhibition of its vision and goal. Upon acceptance, students are steered toward the same. The numerous institutional actions are a reflection of the vision and purpose statements.

Nature of Administration:

Oriental College of Education upholds its vision and mission in all of its organized extracurricular and curriculum activities wherein the management, principal, teachers, and other stakeholders work in alignment to fulfil the vision and mission and objectives of the institution through the various activities following what's written in the Code of Conduct. The various committees play a vital role in providing direction to quality enhancement of all the institutional transactions. Teachers and students are integral members of important committees such as the Internal Quality Assurance Cell (IQAC) and the College Development Committee (CDC).

Decentralised way of planning:

Being informed of current developments in education and making sure that the curriculum and associated activities are in line with these developments is necessary to provide free, inspirational, formative, and empowering education. The curriculum is planned in an autonomous way with sufficient guidance from the governing body and CDC. In addition to regulating college operations, the IQAC ensures that the institution's vision and purpose serve as the cornerstones for all endeavours. The planning process invites and incorporates suggestions from students, alumni, and other stakeholders, demonstrating a fairly democratic type of government.

Future Outlook:

The college's future plan is predicated on its basic values: regard for multiculturalism, inclusivity, creativity, loyalty to quality, holistic development, ecological Concern. The foundation of the Oriental College of Education's long- and short-term objectives is these key beliefs. The institution's specific actions are outlined in the goals. The perspective plan is reviewed and the carried-out actions are mapped with the intended goals at CDC and faculty meetings. The vision and objective of the institution are linked to several parts of contemporary texts, such as NEP 2020, the Sustainable Development Goals,

and the National Curriculum Framework based on NEP 2020.

Participative Management:

At Oriental College of Education, academic excellence initiatives are undertaken to provide learner-centered education. Students are provided freedom to plan activities related to social issues, environmental concerns, and emerging global and local challenges through street plays, assemblies, programs, etc. It helps develop a culture of professional growth through value added courses, workshops, guest lectures, etc. Alumni and stakeholders are engaged in the efficient functioning of the institution as well.

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

6.1.2

Institution practices decentralization and participative management

Response:

Oriental Education Society's, Oriental College of Education promotes a progressive educational institution that believes in the principles of decentralization and participatory management. A shared feeling of duty and dedication among all stakeholders is fostered by the management's belief in democratic leadership, teamwork, vision, and encouragement. These principles have been ingrained in the college's organizational structure to foster an inclusive, transparent, and collaborative decision-making process.

The principal in consultation with the Management and faculty allocate various portfolios and tasks. In Oriental College of Education, together with the teachers and/or students, the principal serves as the chair of every committee. To ensure that the program's objectives are met, each activity is carefully examined. The committee members are chosen on a rotating basis who are monitored by, portfolio-level reports, activity-level reports, and review meetings. Admission, Exam, Internship, Alumni, Student Council, Cultural, Library, Workshop & Seminar, Placement are among the committees.

The **CDC** (College Development Committee) collaborates with the management, principal, and other stakeholders to align its objectives with the overall vision and mission of the institution. The key functions of the CDC include infrastructure development, adoption of new technologies, staff welfare, etc.

An active and effective **IQAC** is working all round the year to upkeep and check improvement of

educational quality as well as the general operation of the institution. It keeps track of and assesses the college's performance in relation to predetermined benchmarks and criteria. The IQAC makes sure the college follows the rules and regulations established by the management body and additional organisations.

Oriental College of Education encourages the formation of committees comprising faculty, staff, and student representatives to focus on specific areas of the college's functioning like **academic committee** in charge for curriculum development and yearly planning, teaching methodologies, and student assessment, **student council** focuses on organising in house programs and events, **cultural committee** organizes events and activities to promote the college's cultural ethos, **sports committee** manages sports and physical activities for students and staff, **seminar & workshop** committee promotes research initiatives among faculty and students, **placement cell** conducts campus interviews for students and many more.

To effectively conduct Institution practices in a decentralized mode with maximum participative management, Oriental College of Education follows:

Orient- wherein any activities are adopted in an open-door policy based on a transparent and democratic way adhering to code of conduct.

Channelize- Important decisions of the institution are taken through the College Development Committee, the IQAC channelized by the Management, Teaching staff, administrative staff, student and other stakeholders.

Enact- Finally, after discussion and review, the plan is implemented and enacted.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

Oriental Education Society's Oriental College of Education follows transparency in its financial, academic, administrative and other functions. All relevant information with respect to the institution are displayed on the website such as policies, code of conduct, mandatory disclosures of documents, IQAC initiatives, examination related documents, students and faculty related updates etc.

With respect to **Transparency in Academic functions**, the institution ensures proper academic delivery following the University of Mumbai curriculum. The academic calendar is displayed in Website , students informed about outlining the academic schedule for the year.

- Teachers create daily teaching plans and classes are carried out according to a well-defined timetable, schedule for class tests and internals, university examinations are displayed in the notice board.
- Teachers Maintained teachers **log book** for transparency.
- Course materials, assignments, and assessment rubrics are made available to students during the orientation program at the beginning of the year.
- To manage and preserve digital content institute uses **D Space software as Open Source Repository**. Teachers provide regular feedback on student's progress and academic performance, enabling students to monitor their growth and identify areas for improvement. The college encourages open communication between students and faculty, facilitating discussions on academic matters, concerns, and feedback.

Maintaining transparency with the administrative side of things involves *Admission* criteria, eligibility requirements, and the selection process which are clearly communicated to applicants. For Admission purpose and student database institution uses **CMS SOFTWARE**. Schedules for classes, additional lectures, remedial sessions, workshops and seminars, practice teaching and extracurricular activities are openly communicated and made known to the students.

- Along with this, our college routinely updates the website with details on its outreach and community service initiatives, various events happening in college through official social media handle too. Specifics about the academics, decision-making bodies, monthly agendas are updated as well along with information on the faculty, staff, student council, etc.
- For smooth functioning of admission and maintaining transparency and student support office has CMS Software.
- Online forms are filled up and uploaded in accordance with ARA and AISHE for B.Ed. admissions.
- **Transparency in Financial function** involves fee structures, payment schedules, and any changes that are communicated to students and parents in advance to avoid any confusion.
- Proper receipts are provided for all payments, yearly external audits are performed by a chartered accountant.
- To maintain transparency accounts system is fully digitalized and **TALLY software** used for accounts purpose.

All teacher in-charge submits the voucher and bills for income- expenditure statement of the event carried out under his /her guidance. The filing of returns is done yearly as well.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Oriental Education Society's Oriental College of Education has well-structured policies for the overall management of the institute. The Principal is the administrative and academic head, who monitors and makes decisions in consultation with the Management. All committee members assisted the academic activities.

The Governing Body (GB) of OCE, constituted as per the statutory requirements, makes the overall strategic decisions for the proper execution of academic, administrative, and financial activities in the institute. Governing Body is also responsible for decisions pertaining to the expansion, development, and maintenance of the building, purchasing equipment and instruments, and appointments of faculty as per University norms.

OCE has framed CDC as per the guidelines from the University of Mumbai (UoM). The meetings of CDC are organized at regular intervals and the minutes of meetings are submitted to the Management and the UoM.

OCE has constituted several committees at the college level. The roles and responsibilities of these committees are well-defined for the smooth execution of regular activities. Each of these committees has a designated coordinator.

Each committee has a committee head who is responsible for the smooth functioning of their respective departments under the guidance of the Principal. The committee members also ensures effective delivery of course content by subject teachers.

OCE demonstrates transparency in appointing the faculty as per University norms. The institute has various policies and procedures, relating to the Code of Conduct for teaching and non-teaching staff, procedures for appointments, resignation, termination, etc. Policies and procedures relating to appointment and service rules etc., are outlined by the Management in consultation with the Governing Bodies.

OCE also has a Grievance Redressal Mechanism, which includes the staff grievance redressal cell and the students' grievance redressal cell. The Internal Complaints Committee is involved in handling the grievances registered by women.

Perspective Plan and Deployment

The vision of OCE is to create leaders for education who will shape the destiny of tomorrow’s classroom & prepare students to actively. The institute strives to work efficiently towards the achievement of this goal through its strategic plans that aim at development on different fronts simultaneously for the growth of students, faculty, and the institute. Faculty of OCE are involved in research activities, publications. Regular programs are conducted to train the support staff. Regular seminars and workshops are being conducted to reduce the gap in curricular and institutions. The college is achieving its goal to get better University results every year.

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

6.2.2

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

Response:

The institutional bodies in the college are broadly grouped as

1. **Administrative and Advisory Bodies:** Management Body, College Development Committee (CDC), IQAC
2. **Academic Bodies:** Examination Department, Admission Committee, , Library Committee, Discipline Committee.
3. **Cells/Clubs:** Women Development Cell, Electoral Literacy Club, Grievance Cell, Placement Cell, Student Council, VENTEL, Vasundhara Green Club, Pedagogy Club. Alumni Association.

Functioning of Administrative and Advisory Bodies:

The management Body comprising of representatives coordinates with the Principal regarding steps to be taken for the college development.

The College Development Committee comprises of representatives from the Management body, faculty, alumni, students and members from the local community. Regular meetings are held to plan and discuss programmes.

The IQAC works to ensure an ethos of quality in teaching, learning, evaluation and research.

Functioning of Academic Bodies

Admissions are done through the CET Cell. However, the scrutiny of students' documents before admission and ascertaining their eligibility is done by the Admission Committee.

Annual plans are put forth in meetings and discussed thoroughly before implementation.

Examination Committee oversees the planning and execution of internal assessment and coordination with University for conducting the University Examination.

Library Committee advises the library on policy matters concerning services, resources and facilities.

Functioning of Cells and Clubs

The various cells and clubs are involved in organising activities, courses and programmes that are directed towards the goals included in the perspective plan of the college.

Overall functioning of the above-mentioned bodies reflects the following.

*Manuals/handbooks are created that give details of the composition of the bodies and the functions and roles of the members.

*Regular meetings are held, plans are drawn and decisions are duly communicated to facilitate coordination between different committees and cells.

* Decisions are taken by consensus

*Annual college report gives details of programmes conducted.

*E governance is used where ever possible to document data and support quick access.

*Feedback is sought on overall functioning to help the bodies to improve their working.

*The bodies function in decentralised mode with democratic style of working. However, there is coordination with the overarching bodies like management Body, CDC and IQAC to enhance the effectiveness of the work.

*Adequate representation of management, faculty, staff, students, external experts and alumni on the bodies to bring in variety of inputs.

*Transparency is maintained in the functioning of the bodies.

Thus, systematic planning, meticulous execution and an open-minded attitude towards feedback are the key elements of the institutional bodies.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

Response: B. Any 5 of the above

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

6.2.4

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

Response:

Oriental College of Education have always adhered to the feedback of various bodies of the institution and implemented their decisions or recommendation as and when required. To name a few of the activities done by various committees, evident by the minutes of the meeting are:

Under the **Internship committee**, before commencing of internship students are oriented to the different microteaching skills by the faculty. This committee also schedules the internship for all the semesters, taking permission from reputed schools and allocating students as per their methods.

Admission committee helps in filling up of CET form, choosing subjects and registering as well. Free online workshops for aspiring candidates are also conducted by faculty before CET.

Examination committee deals with arranging and preparing for university exams at semester end, where our college is an external centre for other students. Arranging seat numbers, papers, online evaluation are all done meticulously. The examination committee held orientation workshops to inform students of exam formats and swiftly adapted interactive online teaching methods to preserve the standard of education despite the disruption caused by the pandemic.

Internal assessment committee of the institution is rigorously involved throughout the year in recording submission of assignments of students, conducting essay tests, class tests, recording rate of participation of students in every activity.

Lifelong Learning and Extension committee of the college is involved in preparing activities and events like APY (Annapurna Yojana), poster competitions, participating in UDAAN Festival.

Cultural committee is actively present round the year in organising and/or participating in various events like Marathi Bhasha Diwas, Vachan Prerna Diwas, Sardar Vallabh Bhai Patel, Independence Day, Founder's Day etc.

Seminar/ workshop cell has conducted few of the major seminars like COVID 19 Radius of Arc Of Social, Economic And Educational World on 12th December 2020, National Webinar On Fostering Women's Health And Population Concern on 11th July' 2020, guest lecture on Digital Stree Shakti on 9th October 2019 by M.S. Welfare Vashi.

Placement cell is actively involved in conducting workshops on resume, soft skills, arranging on campus placement drives, connecting with alumni for better reach etc. Each year majority of students are placed across various schools.

To sum up, in the above mentioned ways Oriental College of Education and its many committees have upheld their commitment by providing evidence for effectively running its bodies/cells through implementing their decisions.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Oriental Education Society (OES) management makes efforts for the welfare of its employees by promoting a positive work environment and financial well-being of its employees. Existing welfare measures for teaching and non-teaching staff are summarized below:

1. Salary structure and monetary support: Annual increments are provided to all staff members. The salary is credited in the bank accounts every month and during festival months the salary is credited in advance.
2. Health insurance for employees of the institution is provided.
3. Leaves:

OES provides the facility of leaves to all its employees in accordance with the statutory norms. Casual leaves, Duty leaves, Earned, and Government holiday leave are applicable to both teaching and non-teaching staff. The earned leave and. The duty leave is granted to teaching faculty members for professional development and research.

- Summer and Diwali vacations for the principal and faculty respectively are granted.
- Financial support for attending seminars, workshop and national conferences is given
- Free Internet and Wi-Fi facilities are available at the campus premises for staff.
- Faculty members are provided with individual cabinets & head of the department room.
- Quality Improvement Programs are organized for teaching & nonteaching staff to enhance their skills.
- A free parking facility for all is provided on the college premises.
- The college has clean toilets separately for gents and ladies on alternate floors.
- The college provides flexibility in reporting time between 9 a.m. to 10 a.m.
- The College Canteen is available within the college premises

Reprographic facility is available on the college campus for faculty and staff

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

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: 20.69

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences /

workshops and towards membership fees of professional bodies during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	2	1	6

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

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: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	7	5	4

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

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: 8.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	2	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Link for additional information	View Document

6.3.5

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

Response:

Oriental Education Society (OES) management makes efforts for the welfare of its employees by promoting a positive work environment and financial well-being of its employees. Existing welfare measures for teaching and non-teaching staff are summarized below:

- Salary structure and monetary support: Annual increments are provided to all staff members. The salary is credited in the bank accounts every month and during festival months the salary is credited in advance.
- Leaves: OES provides the facility of leaves to all its employees in accordance with the statutory norms. Casual leaves, Duty leaves, Earned, and Government holiday leave are applicable to both teaching and nonteaching staff. The earned leave and. The duty leave is granted to teaching faculty members for professional development and research.
- Summer and Diwali vacations for the principal and faculty respectively are granted.
- Financial support for attending national conferences is given.
- Free Internet and Wi-Fi facilities are available at the campus premises for staff.
- Faculty members are provided with individual cabinets & head of the department room.
- Quality Improvement Programs are organized for teaching & nonteaching staff to enhance their skills.
- A free parking facility for all is provided on the college premises.
- The college has clean toilets separately for gents and ladies on alternate floors.

- The college provides flexibility in reporting time between 9 a.m. to 10 a.m.
- The College Canteen is available within the college premises
- Reprographic facility is available on the college campus for faculty and staff.

Performance Appraisal System:

The institute has well established Faculty Performance Appraisal System to assess and improve the performance of faculty members. An effective appraisal system not only helps in identifying the strengths and weaknesses of faculty members but also provides a roadmap for their professional development.

Self-assessment is the first step in the appraisal method. The self-appraisal is designed to assess a teacher's performance in relation to a variety of competencies, including teaching, research, and engagement in cocurricular and extracurricular activities.

Similarly, non-teaching personnel, administrative employees, and library staff, self-appraisals are conducted on a regular basis to boost their quality.

The faculty appraisal is to be carried out on the following parameters:

Sr. No.	Parameter	Weightage
1.	Teaching Process	25
2.	Student's Feedback	25
3.	Departmental activities	30
4.	Institute activities	10
5.	Contribution to society	10
6.	Annual confidential report	10

For deciding the final grade of the faculty, grades of the above parameters namely student feedback, teaching process and appraisal by HOD and Principal are taken into consideration. The grade in each parameter is converted to extraordinary, excellent, very good, good, and satisfactory.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Oriental Education Society's Oriental College of Education runs seven separate programs on its own and is a permanently unassisted language minority institute. The institute places a high priority on financial accountability and transparency, which is why they ensure that regular audits are carried out and that an extensive report is submitted each year.

Under the direction of the Principal, the institute's Accounts department creates the budget, which is subsequently submitted to the governing body for approval before being carried out in accordance with the established procedures. Every year, the principal's input is incorporated into a thorough analysis of the previous year's expenses to determine the budgetary requirements.

As per the recommendations of the Head of the Departments based on the curriculum requirement, the Accounts section of the institute provides funds with the approval of the governing body for conducting and organizing Management Events, Training and Placement facilities, Guest Lectures, Workshops, Seminars, Community Work Visits, International Conferences, FDPs, Management Programs, and subsidized transport for the entire course. The college budget covers both ongoing and one-time costs, such as furniture, lab equipment purchases, and other development expenses, in addition to recurring expenses like salaries, power, internet, maintenance, stationery, and other consumable charges. The institution is self-funded, supported by society, and has a long history of existence, therefore all of the civil infrastructure is already in place. As such, the total amount of tuition that pupils have paid is more than enough.

As per the recommendations of the Head of the Departments based on the curriculum requirement, the Accounts section of the institute provides funds with the approval of the governing body for conducting and organizing Management Events, Training and Placement facilities, Guest Lectures, Workshops, Seminars, Industrial Visits, International Conferences, FDPs, Management Programs, and subsidized transport for the entire course. The college budget covers both ongoing and one-time costs, such as furniture, lab equipment purchases, and other development expenses, in addition to recurring expenses like salaries, power, internet, maintenance, stationery, and other consumable charges. The institution is self-funded, supported by society, and has a long history of existence, therefore all of the civil infrastructure is already in place. As such, the total amount of tuition that pupils have paid is more than enough.

Every year, the budget is planned well in advance in accordance with the demands and specifications of the necessary costs. External audits are carried out on a regular basis, and all money that are raised are accurately recorded.

S. F. PEREIRA AND ASSOCIATES, Chartered Accountants carry out external audits for the accounts.

audits for the accounts.

* Financial Year 2018-19: Audit Report was submitted on 31.03.2019

- * Financial Year 2019-20: Audit Report was submitted on 31.03.2020
- * Financial Year 2020-21: Audit Report was submitted on 31.03.2021
- * Financial Year 2021-22: Audit Report was submitted on 31.03.2022
- * Financial Year 2022-23: Audit Report was submitted on 31.03.2023

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

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: 9.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.80	45	00	00	00

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

6.4.3

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

Response:

Fund Mobilization and utilization of Resources

Effective and efficient use of financial resources is ensured through the proper system adopted by the institution. The institutional strategies for mobilization of funds and the optimal utilization of the resources are as follows:

For efficient use of available financial resources, the accounts section prepares the annual budget by collecting the estimated/ projected budgetary requirements from all the departments and presenting the same before the managing authorities in the governing body meeting. Once approved by the managing authority, the fund utilization starts. The major income sources include fees from students

The income from the students’ fees is majorly utilized for salary expenses and non-salary expenses. Salary expenditure includes all the expenses related to the salary like monthly salary, provident fund contributions, DA, arrears, leave encashment etc. Non-salary expenditure includes expenses related to laboratories (recurring – consumables and nonrecurring – equipment and instruments), library (recurring - software, journal subscriptions, and nonrecurring – books), staff development activity, research development, store (printing and stationary), overhead charges (water and electricity charges) and other expenses like maintenance and repair charges, infrastructure development charges, students welfare activities, scholarship to students, etc. Additional funds required to develop infrastructure, maintenance of infrastructure . The income from the research and seminar grant is majorly utilized for research and seminar-related recurring expenses .

Utilisation of funds is scrutinised by College Development Committee as well as by the Governing Body. For large expenses, quotations are sought from vendors and service providers. These are scrutinised by the Governing Body and then decisions are taken. The Management takes care to ensure that expenditure is within the allotted budget. Optimal utilisation of resources is encouraged. Research scholars can access library resources for a nominal fee.

. Also, resources are managed and handled carefully so as to prevent damage

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for

institutionalizing the quality assurance strategies

Response:

The **Internal Quality Assurance Cell (IQAC)** was established in 2017 to initiate, monitor, assess, and report on necessary steps to **improve the quality of teaching, learning, evaluation on campus.**

To address **local and global concerns**, **Oriental College of Education, Sanpada** aims to provide student teachers with the **compassionate and independent skills** they need. The management of the **Oriental Education Society's** consistently supports **Oriental College of Education** activities in this endeavor. Through their collaborative efforts, the **Management, Principal, Teachers, and Administrative Staff** strive to realize the institution's **vision, mission, and goals.** The **Code of Conduct** makes reference to institutional policy. All institutional transactions require **direction to improve their quality**, and this is where the various committees come in. The committees that plan and carry out the responsibilities connected to the effective operation of the institution, such as **IQAC, CDC, Student Council, Internship Committee, Research, Placement, Library, and Alumni**, comprise faculty members.

Expertise: Oriental College of Education offers capacity-building programs that include **short-term courses, value-added courses, workshops, Seminar on innovative practices, leadership development, event planning**, interactive sessions with subject matter experts, participation in cultural programs and competitions to develop skills, etc. In addition to being given the chance to **present papers, attend conferences and seminars, conduct research, and write articles and book chapters**, **student instructors** are also encouraged to work as authors.

Experiential Learning: The Oriental College of Education strives to cultivate values that will serve as the cornerstone of the student teachers' educational journey through **Experiential Learning, Value-Based Learning and theme-based assemblies, celebration of festivals and special days, community outreach programs, environmental activities, Gandhian week (Swachh Abhiyan), and Nai Talim activities.**

Technology: Oriental college of Education provides various opportunities to the students Teachers to develop their **ICT based skills, Technological Skills, developed e- newsletter, online tools** etc.

Holistic Development: Primary goal of Oriental College of Education is to develop student teachers **holistically** which strives to **fulfill academic and non-academic activities** that are conducted in college as well as outside.

Collaboration: Oriental College of Education gives its student teachers the chance to expand their **horizons intellectually** and develop their **skills and abilities** through collaboration with other **Educational Institution** and **NGOs** from a various field.

Placement: Oriental College of Education provides placement to the student Teachers with proper **skill development and employability in reputed** institution.

SDG's: According to Oriental College of Education, sustainable living is essential to protecting and

preserving the environment. To this end, the institution aims to raise student teachers' awareness of the **need for sustainable** living by incorporating SDG-based initiatives into both curricular and extracurricular activities. Examples of these initiatives include **cleanliness drives, wellness and nature** related programs, **educational activities**.

Outreach activities: Oriental College of Education enabled student teachers **to be sensitized to the needs of the less privileged in society by providing** opportunities to visit at **NASEOH, Vatsalaya Trust, Shantivan, Ashraya trust, Premdhan etc.**

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

6.5.2

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

Response:

Oriental Education Society's Oriental College of Education follows the semester wise pattern according to the syllabus as per the regulation of University of Mumbai. IQAC has practice to analyse the result of each semester to monitor the strengths and weakness of curriculum implementation. To overcome the weakness teachers prepares Course plan for every month to evaluate the progress of curriculum with Academic calendar. In the beginning of a program or course, IQAC requires that the learning objectives for the program (PLOs) and the course (CLOs) be mapped out. This points the approaches that should be used for instruction and assessment in a constructive way. IQAC ensures proper conduct of internal examination and instituted transparent mechanism for evaluation through continuous process of Internal evaluation so that the students are monitored towards academic competencies and professional development. Performance of students are monitored through Essay test, Class

Test, assignments, presentations, projects and necessary feedback is given after every test and submission of Assignments to the students for their areas of improvement. In order to improve student outcomes, IQAC makes sure that progressive measures are introduced in response to student input and that remedial measures, such the employment of cutting-edge teaching techniques, are planned and carried out. During Practice Teaching students' performance is monitored and feedback is given by peers, subject teacher, supervisor for their improvement in teaching process.

Teaching learning and feedback is one of the important aspects of the college for students' progression.

? Learner- Centered: College mainly focuses on student centered approach. Need of the student is always taken into consideration and the changes in teaching learning process are made accordingly. Students feedback plays major role for planning the PLOs and CLO's. Content analysis is done for each unit in the syllabus. If required additional content is planned to augment the prescribed syllabus.

? Active Learning: to keep students active the planning is the most important phase in teaching learning process. The different activities/tasks are planned for students before the programme or course starts.

Active learning in the teaching-learning process involves engaging students directly in the learning experience through activities such as presentations, assignments, discussions, Action Research and collaborative projects.

? Implementation: In student orientation programme syllabus, assignments and tasks are discussed with students. Thereafter the course implements according to the academic calendar.

? Evaluation: The student teachers are continuously evaluated for their improvement and timely feedback is provided from the concern subject teachers. Formative evaluation is done through questions, presentations and discussions. One Essay Test and One Class Test is conducted for every course.

Thus, student-centered and comprehensive teaching and learning approaches are monitored by IQAC.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3

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

Response: 13.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	14	06	14	16

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

1.

Oriental Education Society's Oriental College of Education, Sanpada is provided with a well-designed system and sufficient equipment to ensure that its amenities are used properly for teaching and learning. Being located at 5 minutes' walk outside the Sanpada Railway station is one of the greatest assets of the college. Apart from this, State of the art Classrooms for curriculum transactions with an airy, well ventilated, and calm class ambience to aid maximum is available. Every class is accompanied with **smart boards, LCD projector** and is air conditioned. Availability of **WI-FI** is there for students all the time.

The institute has an excellent **I.T. infrastructure** with facility of 2 IT laboratories on the campus with approximately 147 working computers having internet connections and LAN facilities which is available to all students of the campus for academic related work. The college **library** is spacious, accessible, with augmented disposal of resources like text books, reference books, e-books, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, dissertations and newspapers along with availability of more resources in e-library software **OPAC**. Library is integrated with **ILMS** and also uses software **D-Space** to maintain records.

In addition to above the institution houses a well-equipped **gymnasium** for the physical and mental

wellness of the learners, a dedicated ground for sports/ events to organise, a 200-seater air conditioned and technology driven **in-house seminar hall**, healthy maintained garden keeping up with the sustainable goals.

One of the unique features of Oriental College of Education is its provision of hostel for students and faculty. A hygienic **canteen** meets the food requirements of our campus along with maintaining clean and hygienic sanitation with proper waste management.

A number of committees have been established to ensure the system runs well. These committees are tasked with periodically assessing and tracking the demand for academic, support, and physical infrastructure upkeep.

The college has separate **maintenance committee** to ensure proper maintenance of campus infrastructure. It has streamlined the process for maintaining campus infrastructure wherein the related issues are directed through administrative authority. Prompt actions are taken any in case of breakdown or servicing needs. The campus is under **CCTV Surveillance**.

1. Community Teaching Learning

Oriental College of Education, Sanpada, conducts Community Learning-Teaching sessions which are aimed at providing an environment wherein students can teach the skills that they are good at, to their fellow classmates.

The various skills that have been successfully taught learnt through these sessions are:

- **Vocational Skills:** Soap making, Sanitizer making, mask making, etc.
- **Soft Skills Development:** How to communicate effectively through regulating your emotions, Professional etiquettes, etc.
- **Technological Skills:** How to create Google Forms, how to make creative and impactful PowerPoint presentations, how to create online surveys, etc.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Oriental Education Society's Oriental college of Education committed to present need and trend in utilizing green source of energy to reduce carbon footprint with sustainable future. Our college believes in creating and maintaining a clean and green campus environment that promotes health and well being of our students, faculties and community surrounding.

The Energy Conservation Policy for "**Save Environment and its Conservation**" was adopted by Oriental College of Education College to encourage environmental consciousness and the holistic development of students. As stated in the policy, energy conservation will be achieved by creating a proactive and forward-thinking strategy to provide responsible, cost-effective, and energy-efficient operations on campus.

Energy is conserved by using devices only when required. Fans and lights are switched off when not in use. Posters are put up near the switch boards to remind users to switch off appliances when not in use. Projector and computers are switched off immediately after use. Regular maintenance of the same helps to make them energy efficient.

Better late than ever, it's time to protect the nature by utilizing green energy in place of fossil fuels. In this aspect, We will be using solar panel and batteries to store and then convert solar energy to electrical which is to be used for street lighting system. During daytime, solar energy is stored and then depending upon natural light illumination in surrounding the array of LEDs glow using same convert solar energy.

The on/off movement of LEDs depends upon input/output of sensors.

The broad objectives of the policy are to create awareness, to develop best practices to conserve energy and thus achieving a safe, secure, and environmentally conscious campus. Oriental College of Education has created an institution-wide energy conservation plan and implemented a mechanism to use sustainable energy. Careful use of electrical appliances is encouraged to save over consumption of energy. The support staff carries out regular maintenance to increase the efficiency of devices. The college promotes the use of energy efficient CFL bulbs. CFL bulbs have reduced energy bills and also they have a longer life.

The staff and students are well informed regarding the Energy Policy of the college and at all times they use energy carefully. Students incorporate the message of energy conservation during their internship lessons. The college has an architecture that makes maximum use of natural lighting and natural ventilation and hence use of lights and fans is reduced ect. The institution uses electricity supplied by the Maharashtra State Electricity Board. The Institute regularly reviews and updates the approved policy and

is committed to its implementation. A proposal for Installation of solar panels is sent to Governing Body. Quotations for solar power installation are requested by different vendors. Waiting for response by different vendors. The energy saving initiatives are taken up by all students and staff motivating and sensitizing the peers and deliberations during assembly, by taking pledge, making posters, and adhering to the policy..

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

Oriental Education Society's Oriental College of Education campus is well maintained and takes sustainable measures for waste management. college has installed dustbins to collect the solid and e-waste. Slogans are displayed to create awareness among students and faculty. Oriental College of Education aims to reduce the waste and manage waste in a manner that it can be reused, recycled, or disposed in an environmentally friendly manner. Garbage is collected daily by the Municipal Corporation of Navi Mumbai.

Oriental college of Education also conducts awareness campaigns on a regular basis for its staff, faculty & students to reduce, reuse and recycling of waste. Waste in the college is segregated into **WET and DRY** waste. Two separate dustbins are placed at strategic points for the purpose. The dry waste is disposed via the Municipal authorities. Decomposable wet waste is put into the compost pit which is maintained by the support staff. Compost generated is used in the vegetable and plant patch in the campus. E waste is disposed through vendor i.e **TATA CROMA and GREEN INDIA opc pvt ltd** and if possible recycling is carried out. No E waste is dumped into dustbins. Cartridges are refilled whenever possible. As far as possible, printing is carried only if required.

To save paper, printing is carried out only when essentially needed. To create awareness among the students and staff and to sensitise them about environment issues, Environmental Awareness Rally's are organised. Used Paper is disposed for recycling. One side use of paper is done only when absolutely required. Most printing is done using both sides of paper, for this we use **CMS software as well as D Space software**. Unused pages from notebooks or answer scripts are used Plastic waste is avoided as the campus has a no plastic policy. Students are oriented to recycle waste in the right manner. This is done through workshops conducted by Rotary Club Millennium Sanpada with which they collaborate for community work. Recycling, repurposing, reuse and rejecting unnecessary consumption are some of the strategies that are regularly used.

Institute is conscious about the environmental issues arising from improper waste handling and take responsibility to ensure that waste from the campus are properly disposed and/or recycled.

The institution has taken up several measures for waste management to safeguard the environment. Solid waste management Institute practices Reduce, Reuse and Recycle to manage and reduce the amount of waste generated. Solid waste is segregated at the source, organic waste is collected in green dustbins and non- biodegradable (Dry) waste in blue dustbins. The waste pickup and collection is done by housekeeping staff. The Municipality staff collects dry waste, and all the canteen organic waste and gardening waste is recycled to generate good quality manure which is used for in-house gardening. This is done in a composting plant located in the campus. Excess food from the college canteen is donated to nearby orphanage so as to eliminate food wastage. No waste is burnt on the campus, all the waste is collected by the municipality for proper disposal. No hazardous waste is produced in the College.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

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:** C. Any 2 of the above

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

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

Maintaining a clean and green ambience is highly valued in the institution.

Efforts to ensure cleanliness: Oriental College of Education 's commitment to cleaner, greener environment is visible through range of initiatives. At the college and campus level, Swachh Bharat Abhiyaan or Clean India Campaign was held to bring about change in behavioral and attitudinal aspect of students. OCE is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The management and principal carry out regular inspections to ensure that the campus is kept clean and hygienic. Cleanliness is duly maintained through regular cleaning of the premises by maintenance team. Regular mopping of the floors is done on a bi weekly basis. Students also participated in Beach clean drive , mangroove biodiversity airoli for cleaning and swachhata aviyan programme through community work.

Oriental college of Education received SWACHHTA ACTION PLAN certificate from Mahatma Gandhi National Council Rural Education . Govt of India.

Efforts to ensure proper sanitation: Hygienic sanitation is ensured through regular cleaning of washrooms and regular maintenance. Sanitizer disposers are kept on the premises. Regular maintenance of faucets and pipes ensures that there is no leakage of water. Cleaning the toilets is done on daily basis. Cleaning material used is carefully chosen so that it is not harmful when disposed off through the drains. 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 waste water is discharged into the common municipal drain, which is a common practice in and around sanpada. Segregation of the waste is done in the campus premises, with two dustbins are kept labelled as 'Wet Waste and Dry Waste. The organic waste is disposed of through municipal waste. The general solid waste is disposed of through New Mumbai Municipal Corporation.

Efforts towards maintaining a green cover: Apart from primary cleanliness and sanitation efforts, the institute is also committed to promoting sustainable habits by promoting cloth bags with other efforts to maintain a plastic free environment. The objective was to encourage self-reliance through sustainable practices. The campus has many trees and plants which are well maintained. Aesthetic layout of small gardens, use of galleries to nurture potted plants is part of the beautification process. When trees shed leaves the leaves are disposed via the **compost pit**.

Efforts towards having a pollution free environment: : Environmental Promotion Activities on Plastic Awareness Event, Tree Plantation at college campus, Plastic Recycle, Clean and Green, Awareness programme and swachh bharat aviyan programme conducted through VENTEL .Students are encouraged to use public transport like local train and railway concession facilities given to them as well as encouraged to use bicycles. No burning of leaves, garbage is done on campus. Pesticides are strictly avoided on premises. Organic fertilizers in form of compost produced in the compost pit is utilized for the plants.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: B. Any 4 of the above

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

7.1.7

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

Response: 0

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

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

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8

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

Response:

Oriental College of Education affiliated to University of Mumbai is located at the prime location of New

Mumbai providing all facilities to students and visitors and is easily accessible for all. TEI is at an advantageous location in every aspect and provides ample facilities to students. OCE has conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges. Institutions that leverage local environments, locational knowledge, resources, community practices, and challenges play a crucial role in fostering sustainable development, empowering communities,

Local Environment: A Swachh Abhiyaan programme was conducted where student teachers participated in cleaning the campus premises, conducting cleanliness and hygiene session for practice teaching school students. The institution has focused on several community and social issues and conducted activities to sensitize the student teachers and the community reach out to the less privileged in society and to contribute in different ways to the welfare of the society.

Locational Knowledge: OCE has endeavored to spread awareness on the environmental issues through a Poster competition on sustainable living, cloth bag making competition, Environment Day, 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.

Mangrove conservation : Mangroves are an integral part of the local eco system. Due to urban sprawl these mangroves are slowly depleting. To create awareness about this issue and to protect the mangroves, our students visited the mangroves where environmentalist Fishing is an important economic activity that relies on healthy mangroves. The students helped to clean the area and spread awareness among the school students during their internship lessons.

Efforts through VENTEL activities: During their internship, students participate in VENTEL (Vocational Education, Experiential Learning, and Nai Talim) programs. Among these activities is a demonstration of how to make practical items out of local resources. Neem trees are widely available, and students use them to prepare environmentally beneficial pesticides. Indigenous technical knowledge techniques and Lokvidya, or traditional knowledge, are prioritized.

Awareness among school students: During their internship, the students organize public awareness campaigns on the local environment and resources. An internship program includes special workshops on water security, environmental issue displays, and tree planting drives. The local community has been made aware of its involvement in fixing local environmental problems as a result of some action research projects that have also focused on environmental issues.

Environment awareness programme: The Environmental Awareness Day was celebrated with great zeal and enthusiasm in our college. The main objective of this event was to create awareness among students about environmental issues, pollution, and global warming focusing on using substitutes for plastic bags. The Environmental Awareness Day was a great success, and it played a significant role in sensitizing students about environmental issues and motivating them to take positive steps to conserve the environment and make a positive impact on the planet.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices**7.2.1**

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

Response:

Oriental College of Education commitment to cleaner, greener environment is visible through range of initiatives. At the college and campus level, Swachh Bharat Abhiyaan or Clean India Campaign was held to bring about change in behavioral and attitudinal aspect of habitants. OCE is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. OCE is extremely aware of the judicious use of all available resources as part of its social obligation. Every member of the institute adheres to sustainable practices. Every activity is carried out with the utmost care and attention to ensure sustainable resource usage, discourage wasteful behavior, reduce pollution, and reuse materials for the benefit of people and society as a whole.

Oriental College of Education is committed and dedicated to aligned its working with National Education

Policy 2020. It's institutional values and best practices are closely related. One of the **distinct features** of the college is developing **research culture** among its Teachers and Students.

The first best practice is **Community Teaching and Learning: Together we learn and Together we thrive**. In compliance with the Sustainable Development Goals (SDGs) and Vocational Education Nai Talim Experiential Learning (**VENTEL**), respectively, the college has incorporated its technology-based learning methods, environment and hygiene efforts, and community participation projects.

Oriental College of Education, Sanpada, in collaboration with Oriental college of Law operates a **Paralegal clinic**. Paralegal Clinic entails the provision of free legal aid in civil and criminal matters for those poor and marginalized people who cannot afford the services of a lawyer for the conduct of a case or a legal proceeding in any court, tribunal or before an authority. The services are offered for free that include; Counselling, Litigation and Referring of cases to relevant authorities and institution.

The second-best practice is **Vasundhara Green OCE: Care for Vasundhara care for future**. As an initiative by the government, from MGNCRE – Mahatma Gandhi National Council of Rural Education, an attempt had been made to draw consciousness towards the impact of global environmental issues, wherein Oriental College of Education, Sanpada, organizes **Greening the campus**. These drives are aimed at planting saplings, including those of medicinal value, either in their kitchen gardens, their residential areas and in the college campus itself. Through this practice, OCE undertakes rigorous efforts of greenery restoration.

OCE Campus take initiative the following strategies to practice sustainability

Objective

Empowerment :- Students and their fellow Classmates

Relevance :- directly applicable to the College community's context and needs.

Collaboration: between B.Ed. Students educators, community members, and local organizations.

- To promote planting as well as maintenance of trees.
- To increase the awareness of importance of nutrition for a healthy life style.
- To ban on Single-use plastic
- To prepare vermicompost using earthworms
- To spread awareness about legal rights and various important laws

Context :-

- Vocational Skills
- Soft Skills Development
- Technological Skills
- Prepare vermicompost
- Awareness of importance of nutrition

Practice :-

- Life Skill Acquisition
- Develops Intrinsic Motivation
- Learning while teaching
- Shared Learning
- Clean India Campaign
- Generating New Ideas
- Maintenance of water system, drainage system and waste management system in the campus.
- Efforts to ensure proper sanitation
- Efforts towards maintaining a green cover
- Connects people
- Efforts towards having a pollution free environment

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Oriental college of Education offering a Bachelor of Education (B.Ed.), cultivating a research culture can greatly improve the learning environment and help prepare future teachers. The following are some methods for encouraging and incorporating research into a B.Ed. institution's culture Beyond classroom:

Our Society / Trust Provides Assistance to college extensively to make research more accessible to every student and faculty in our college and how to make research work successful. This contributes to the overall development of student teachers. Similarly, the research work of our students is published in various recognized journals.

OCE Research Vision and Mission :-

- **Vision Statement:** "To cultivate a dynamic research culture in teacher education, fostering innovative practices and educational excellence."
- **Mission Statement:** Outline the steps you'll take to reach your vision. This could include providing rigorous research training, fostering a collaborative environment, and integrating research into teaching practices

- **OCE Research Facilities:** Set up well-equipped research Room, and access to academic journals and databases.
- : Ensure that the library has a comprehensive collection of research materials and educational resources.
- **OCE Technology:** awareness about the latest technology and software to support research activities as like Shodhganga E Sindhu, Eric, Plagiarism tools.

OCE Faculty Recruitment and Development

- **Recruitment:** Hire experienced faculty members with a strong research background. Consider professors with a track record of published research and grants.
- **Professional Development:** Encourage continuous professional development and research training for faculty members through workshops, conferences, and collaborations

Funding and Resources

- **OCE Grants and Scholarships:** Oriental College of Education provided research grants and provide Fund to support students And Faculty research projects as well attend seminar workshop, paper publication.

OCE Curriculum Design

- **Research Projects:** Include hands-on research projects, theses, or dissertations as part of the coursework.
- **Faculty Expertise:** Hire faculty with strong research backgrounds who can mentor students and guide them in their research endeavors.
- **Action Research work :** OCE B.Ed. Students Compulsory doing Action Research this is the requirements of internal Assessment, Each and every students making black book as well.
- **Every Year 10% Students and Staff Published Article :-** OCE has given the best opportunity for every year students as well as faculty member publish there paper in ISBN journal. Continues Basis Conference Proceeding, Book Editing and journal with ISBN.

OCE Enhancing Research Projects

- **Resource Access:** Interns may have access to resources and tools that B.Ed students can utilize for their research projects, such as specialized software, databases, or research Tools.

Encouraging Independent Research

- **Project Guidance:** Interns can encourage B.Ed students to undertake their own research projects, providing guidance and support throughout the process.
- **Research Proposals:** Interns can help B.Ed students develop research proposals and grant applications, teaching them how to structure and present their research ideas effectively.

The implementation of research in education will open up various avenues to carry out analysis, helps find new things, new information, improve existing teaching learning Process. They will prepare to meet modern demands and learning abilities that is Innovative practices, STEM & Sustainable development goal.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

1. The institute offers self-funded B.Ed programme since 2003.
2. The institute has an annual intake of 100 students.
3. The institute is situated close to Sanpada local railway station, still in a very calm and quiet place fully surrounded by dense trees around the campus. It has a well-developed infrastructure, large, well-lit classrooms, modern science labs, and a partially automated library with an E-library and a subscription to e-resources, From its inception, the institute has been continuously striving to get great results, earning university ranks 4. The institute is always providing support to students as well as teachers for professional development.

Concluding Remarks :

To sum up, **Oriental College of Education** takes a thorough and progressive approach to teacher education. The well-thought-out curriculum, various teaching modalities, technological integration, proactive administration, committed teachers, and strong emphasis on extracurricular activities all work together to produce a setting in which pupils are prepared to succeed in modern classrooms. Consequently, our students develop as educators who, in light of the changing educational landscape, inspire, innovate, and attest to the institution's dedication in creating pool of teachers who are not just qualified for today's classrooms but also ready to influence tomorrow's world.

A dedicated and qualified staff providing personalized attention in curricular and co-curricular areas along with warm, friendly approachable atmosphere on the part of the administration and staff that aims at total personality

development aiming for intensive preparation for excellent results at the University Examination.

Our Institution also has provision of up-to-date audio-visual equipment, advanced infrastructure, personalized attention during teaching, community work and internship programs. Practical all-round training in all aspect of school administration and management is provided to all students specifically focusing on their holistic developments and encouraging round the year. One of the major features of our college is encouragement for participation in intra and inter-collegiate festivals and functions developing the personality and talent potential of the students, leading to increased self-confidence and competence.

In today's time Oriental College of Education stands at a position wherein we are already in the path of implementing the guidelines of NEP 2020 through seminars, research publications, improving teaching learning system etc. and moving towards our ultimate goal which is to make each individual self-reliant and independent for the overall benefit of the society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6</td> <td>5</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Input is edited from the clarification documents and by considering courses under students are enrolled- 1.2.3. Excluded repeated courses.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	7	6	5	4	4	2022-23	2021-22	2020-21	2019-20	2018-19	2	0	1	1	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	6	5	4	4																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	0	1	1	1																	
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>57</td> <td>55</td> <td>40</td> <td>40</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>00</td> <td>19</td> <td>26</td> <td>26</td> </tr> </tbody> </table> <p>Remark : Input edited as per the 1.2.2</p>	2022-23	2021-22	2020-21	2019-20	2018-19	89	57	55	40	40	2022-23	2021-22	2020-21	2019-20	2018-19	19	00	19	26	26
2022-23	2021-22	2020-21	2019-20	2018-19																	
89	57	55	40	40																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	00	19	26	26																	
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

89	57	55	40	40
----	----	----	----	----

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	36	10	05	01

Remark : Input is edited excluding the value-added courses (Beyond curriculum, off-line, online courses.)

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: C. Feedback collected and analysed

Remark : Action taken reports are not available for the provided feedback forms.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	3	3	5

Answer After DVV Verification :

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

Remark : Input is edited from the list of the students provide d by HEI in clarification documents.

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**

	<p>5. Collaborative tasks</p> <p>6. Assistive Devices and Adaptive Structures (for the differently abled)</p> <p>7. Multilingual interactions and inputs</p> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input is edited from the clarification documents. 1,3,4,5 points are justified.</p>
<p>2.2.4</p>	<p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution Answer before DVV Verification : 9 Answer after DVV Verification: 5</p> <p>Remark : Input is edited from clarification list of mentor mentee.</p>
<p>2.4.1</p>	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Input is edited from clarification documentary evidence.</p>
<p>2.4.2</p>	<p>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</p> <ol style="list-style-type: none"> 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

	<p>6. Visualising differential learning activities according to student needs</p> <p>7. Addressing inclusiveness</p> <p>8. Assessing student learning</p> <p>9. Mobilizing relevant and varied learning resources</p> <p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Input is edited from clarification documentary evidence.</p>
<p>2.4.3</p>	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input is edited from clarification photographs and documentary evidences in it. Workshop session for effective communication is not justifying.</p>
<p>2.4.5</p>	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : some photos are look like repeated</p>
<p>2.4.6</p>	<p>Students develop competence to organize academic, cultural, sports and community related events through</p>

	<ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : some photos are look like repeated.</p>
<p>2.4.10</p>	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : Input is edited from the documentary evidence provided in clarification.</p>
<p>2.4.12</p>	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input is edited from the filled feedback forms.</p>
<p>2.4.13</p>	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 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**

Answer before DVV Verification : B. Any 4 of the above
 Answer After DVV Verification: C. Any 3 of the above
 Remark : Input edited as per supporting documents.

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

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

Answer before DVV Verification : 40
 Answer after DVV Verification: 29

Remark : DVV has made the changes as per teachers exp.

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**

Answer before DVV Verification : A. Any 4 or more of the above
 Answer After DVV Verification: D. Any 1 of the above
 Remark : Input is edited as option 4 is considered as per the supporting data.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : only research project grants are considered here input is edited according to it.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
0.50000	0	0.25000	0.75000	0

Answer After DVV Verification :

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

Remark : Input is edited considering research grants only.

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**

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made the changes as per shared reports.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
6	9	2	9	11

Answer After DVV Verification :

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

Remark : Research papers / articles per teacher are not published in the Journals notified on UGC.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	3	4	2

Answer After DVV Verification :

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

Remark : Input edited as only ISBN numbers are considered.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	5	8	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	7	8

Remark : Outreach activity with the involvement of community only will be considered. Online outreach activities cannot be considered.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
92	88	49	43	45

Answer After DVV Verification :

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

195	180	00	102	100
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Remark : Input suggested as per the given report as HEI has mentioned all students of Bed are involved in the activities.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
93	88	54	48	45

Answer After DVV Verification :

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

Remark : The program should not be same to above metrics.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	1	3	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	3	0

Remark : DVV has excluded shared certificate of appreciation.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	2	2	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	2	2	3

Remark : Input is edited excluding linkages which not having the reports of the activities- for year 2018-19.

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

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
 Answer before DVV Verification : 17
 Answer after DVV Verification: 5

Remark : nput is edited from copies of MOUs . Following MoUs only will be considered.
 1.Meer’s Academy high school 2.Vivekand Sankul Internship 3.I tech 4.Birla open minds and 5. Vivekanand Sanku

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.

4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities
 Answer before DVV Verification : 5
 Answer after DVV Verification: 3

4.1.2.2. Number of Classrooms and seminar hall(s) in the institution
 Answer before DVV Verification : 11
 Answer after DVV Verification: 8

Remark : Input is edited from given photos of web link.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	0.80	0.63	0.08	0.3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	00	00	0.08	00

Remark : Input is edited from audited statement excluding computer consumable and software.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
1.84	0.63	4.34	3.35	4.06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.80	0.39	0.25954	4.54	4.90

Remark : Input is edited from audited statement. Considered expenditure incurred on maintenance of physical and academic support facilities.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : Excluding the programs conducted by their own teacher.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : As per supporting documents provided by HEI.

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)**

Answer before DVV Verification : B. Any 3 or 4 of the above

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

Remark : Some photos are look like repeated in above metrics DVV to relook and exclude may be 2 and 3.

5.2.1

Percentage of placement of students as teachers/teacher educators

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	55	30	40	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	06	05	01	00

Remark : Input is edited from appointment letters.

5.2.2

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

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

Answer before DVV Verification : 27

Answer after DVV Verification: 0

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

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

Answer before DVV Verification : 3

Answer after DVV Verification: 0

Remark : Leaving certificates can not be considered as proof for progression certificates.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	3	2	3	4

Answer After DVV Verification :

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

Remark : Input is edited from the copy of the certificates.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
32	22	15	19	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	01	03	02

Remark : Input is edited as event should not be split into activities also as per the given reports.

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**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	2	6	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	2	1	6

Remark : Input is edited from E copies letters provided by HEI.

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**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	5	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	2	0

Remark : Input is edited from the certificates provided by HEI in clarification documents.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.80	1.77	0.44	0.85	0.15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.80	45	00	00	00

Remark : Funds or Donation from own trust will not be considered input is edited accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	24	16	36	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	14	06	14	16

Remark : Input is edited from clarification documents.

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

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

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

Remark : Input is edited from clarification documents as only option 1 & 3 selected.

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 : B. Any 3 of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : Input is edited from geo -tagged photographs by selecting option 1 & 2.

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 : A. All of the above
 Answer After DVV Verification: B. Any 4 of the above
 Remark : input is edited from snap shots, photographs and report of the activities.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.075	0	0	0	0

Answer After DVV Verification :

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

Remark : Input is edited from audited statement as the green audit fees will not be considered here

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students on roll year-wise during the last five years..

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	92	58	51	50

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
195	180	115	102	100

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	12	12	12

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32.79	16.12	20.76	26.94	25.84

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28.58	11.72	15.85	21.35	19.66

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

Answer before DVV Verification : 105

Answer after DVV Verification : 19