



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SWAYAM SIDDHI MITRA SANGH'S COLLEGE OF EDUCATION

**SONADEVI COMPOUND , NEAR OCTROI NAKA , KALYAN BYPASS,
BHIWANDI.**

421302

www.assessmentonline.naac.gov.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Swayam Siddhi Mitra Sangh College of Education was established in 2004, is the outcome of the sincere and dedicatory efforts of the Trust member under the bold charismatic leadership of CA Shri Suresh Jain and Shri Parag Khandekar. Their vision and love for women empowerment and education made them work hard with the co-operation of the local residents towards the establishment of this college. The college is recognized by the NCTE and affiliated by the **SNDT WOMEN'S UNIVERSITY**. The College is located in Bhiwandi District Thane Maharashtra state. It reflects the sincerity and devotion of the Teachers towards the institute and commitment of the welfare of education, specially teacher education. The Trust also run the esteemed school by the name of **SWAYAM SIDDHI GURUKUL SCHOOL**, which is affiliated to State board. Demographically, this locality is dominated by local agris and kolis, Muslim and migrated population from south and North. The College has all the required teaching staff, library, laboratory. Computer lab etc.

To be a leader in Educational services Institute provides a Unique learning Experience which enableS the students to realize their potential and mould their overall Personality. It also make available equal opportunities and ensure support without prejudice based on class, caste, religion and economic status.

Vision

.Vision of Swayam Siddhi Mitra Sangh's college of education is

- Building a generation of excellent empowered teachers with higher values.
- this is achieved by following way
- Use Language that Empowers Teachers. The way we talk to and about teachers makes a big difference in how they feel about themselves and their work. ...
- Provide Frequent, Specific Feedback. ...
- Encourage Teacher Leadership. ...
- Support Teacher Professional Development. ...
- Promote a Positive institutional Culture

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Mission

MISSION

- To strengthen the weaker sections of Maharashtra state through higher education.
- To empower student teachers by educating them and by creating in them the social, political and

cultural awareness.

- To build student teachers confidence to be nation builders. Striving continuously to Provide quality teacher training.
- To carry out teaching and training programs for aspirants as per the norms and standards set by NCTE and state govt.
- To effectively execute various activities under the academic and social responsibility

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- Value added activities on skill and personality development are in place.
- Efforts to enhance community skills add value to students' behavioural learning
- The college caters to the needs of disadvantaged groups of students by providing scholarship and fee concession.
- The college campus is enriched with Wi-Fi facility, well equipped laboratories and library for students.
- The college screens the development of the growth of disadvantaged students.
- It has fantastic compatibility with Alumni.
- Bilingual methods of teaching are used in most of the courses as majority of students are first generation learners from low socio economic background.
- The college admits students from diverse backgrounds which promotes multicultural ethos on the campus.
- The college provides healthy and congenial environment

Institutional Weakness

Institutional Weakness

- Lack of ultra mechanism
- No hostel accommodation for the students
- Number of volumes and journals in the department library need to be increased
- Soft skills of students need to be improved

Institutional Opportunity

Institutional Opportunity

- Ground: The College has a spacious campus with scope for further improvements in creation of infrastructure and other physical facilities.
- Reach: The college is located in such area of the city that is very helpful and available for the students.

- Reach: The College is located the vicinity that is quite convenient and accessible for the students from surrounding areas, especially girls who were not allowed by the parents to travel to long distance.
- Swayam Siddhi Mitra Sangh College of education has fostered its own validity and established strong bonds with other education institutions.

Institutional Challenge

Institutional Challenge

- To constantly enhance student enrolment.
- To motivate students to develop critical and analytical thinking and to cultivate in them an endeavouring Passion to pursue higher education.
- Socially and economically backward students with low aptitude in language and quantitative skills.
- Developing soft skills and communication skills among students.
- There is a limited scope for Teaching and Research at the post graduate level.
- Financial crises faced by number of students
- Interruption due to power cut issue

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institution has established a curriculum committee in collaboration with IQAC and staff members of college to plan and implement curriculum in unique manner. Our College is affiliated to SNDT Women's University. Our College adheres to the curriculum stipulated by it. The IQAC reviews the curriculum through a well documented process, including strategic planning, university academic calendars, college academic calendars, and feedback systems. Suggestions and comments are encouraged by faculty members and discussed during the faculty meetings. The college is offering two teacher education programmes that are B.Ed and M.Ed. The students at B.Ed and M.Ed. level have open choice to choose optional courses including pedagogy offered by the college. PLOs and CLOs for each programme are clearly stated on the website. Through involvement in many events and contests connected to various study areas, college gives abundant chances for student teachers to gain and apply information, skills, values, and attitudes to real-life situations. The college has a well-structured feedback framework. The college has an obviously expressed and conveyed reason, vision, mission and values. The organization creates and sends activity plans for accomplishing the targets and viable execution of the educational program.

The significant angles recognized under this rule are: educational plan and improvement, scholarly adaptability, criticism on educational plan, educational plan updates and best practice in educational plan.

Teaching-learning and Evaluation

The entire admission process is transparent and systematic as per the guidelines of centralized admission process, Government of Maharashtra. To retain the students with diverse linguistic backgrounds the institution

provides the facilities like bilingual approach by teacher educators. The faculty members identify, reflect and engage with diverse learners by providing appropriate learning environment that helps to maintain an effective mentoring relationship. The college implements various student-centric pedagogical methods to develop competencies of the student teachers. Teacher educators utilize experiential learning, problem-solving methodologies, role-playing activities, group discussions, project work, assignment work, field visits and case studies to enhance their competencies. They also use various ICT resources such as Google Classroom and zoom platforms in providing variety of learning experiences to the students. In order to be inculcate 21st century skills student teachers are encouraged to participate in various activities to develop professional competencies during their internship.

Every faculty member is encouraged to use the latest technologies so as to keep themselves updated about the latest trends in their subject. The evaluation system is both scientific and objective. It is both formative and summative in nature. The students of all courses are given a clear idea of evaluation at the beginning of the program itself during orientation course and through academic calendar. All records of attendance, internal and external examination are documented. To achieve stated PLOs and CLOs, Continuous internal assessment and suitable pedagogical approaches are utilized. College holds full transparency in dissemination of basic details of each and every enrolled student which further helps in boosting enrolment and upgrading the quality of higher education.

Infrastructure and Learning Resources

Infrastructure and Learning Resources The college has adequate infrastructure facilities and resources as per NCTE Norms. The college has built up area of more than 3000.00 sq. m, that consists of Multipurpose Hall, Classrooms, Sports Room, Staff Room, Girl's Common Room, Canteen, Library-Cum-Reading Room, Laboratories, Principal's Office, Administrative Office, Store Room, multipurpose hall and play ground.

The library is Wi-Fi enabled and well equipped with all the facilities for students and staff members. It consists of wide varieties of text books, reference books of various subjects, magazine and journals.

The College puts forth extraordinary attempts to give the furthest down the line innovation to understudies, staying up with the latest with the global world. ICT facilities are accessible to students and staff for exercises connected with instructing educational experience. Throughout the long term college upgrades its equipment, programming and united ICT facilities as indicated by necessities. They also use various ICT resources such as Google and Zoom platform and providing variety of learning experiences to the students. In order to train them in 21st century skills student teachers are encouraged to participate in various activities to gain real life experiences during their internship so that pedagogical skills are developed in them.

To retain the students with diverse backgrounds the teachers use bilingual approach. Appropriate learning experiences are provided through online and offline teaching. Teacher educators utilize experiential learning, problem-solving methodologies, role playing activities, group discussions, projects, assignments, field visits and case studies for enriching their student teacher's horizon. Teaching learning lines up with the expressed CLOs and PLOs

Student Support and Progression

Swayam Siddhi Mitra Sangh College of Education invests amounts of energy on ability building and expertise

improvement of understudies by giving chances of profession and individual directing, advancement of scholastic abilities, specialized abilities and hierarchical abilities, e-content and online appraisal of learning. College provides various support facilities like vehicle parking, common room, sports facility, first aid, safe drinking water, canteen, etc. College has constituted Grievance redressal cell, Internal compliance cell and Anti-ragging committees for student. The Grievance Redressal Committee resolves their academic and administrative grievances at the earliest. democratically elected student council guided by faculty members which is primarily framed for having students' representation in various activities.

Student council provides support to the students wherever it is required. Members of the student counsel are democratically elected. student council members are guided by faculty.

Students have been motivated for progress to higher education and support for qualifying competitive examinations. Orientation and guidance for competitive exams is organized to motivate the student teachers. The organization broadly focusses on different exercises in various areas. opportunities are given to the student teachers to feature a wide cluster of co-curricular exercises.

The college aims at the all-round development of students through student centric education. Healthy learning environment is provided for personality development of students.

Governance, Leadership and Management

The administration and authority of our school involves participative administration by the Administering Body, the Head, the instructing and non-showing staff and the students. Every one of the partners play a part to play in the building and advancement of the college. These partners work together in a popularity based way in doing their obligations and in achieving the vision and mission of the institution. A well thought action plan is ready and academic calendar is ready on top of the masterful course of action. Yearly budget plan is carefully. Internal and external financial audits are conducted regularly. The institution has the different committees to ensure the execution of all activities such as Grievance Committee, Admission Committee, Anti-Ragging Committee, Minority Cell, OBC cell, etc This cooperative exertion has taken the college to new levels consistently, yearning for higher serious objectives in administration, administration, and in its institutional values. The institute resolutely endeavours towards satisfying its vision of turning into center of excellence with a mission to furnish best scholarly climate alongside sound value system to its students

Institutional Values and Best Practices

Institution is focused on reasonable turn of events and security of the environment. Its commitment to social and ecological issues is extremely clear. college is attempting to support values about the arising difficulties and major problems. The organization has created structure and energy rules complying with energy conservation. The institute is aware of its exercises creating waste and guarantees that everything the waste is utilized and arranged capably.

The institute takes care of every basic parameter of maintenance of cleanliness like-personal hygiene, safe water, waste water disposal, solid waste disposal; and environmental sanitation.

College has green campus. Institution has endorsed code of conduct for students, teachers, and non-teaching staff. Code of Conduct is referred on the website.

The college has kept up with its peculiarity with its vision and mission by ingraining an self worth furthermore, value for the planet Earth. Drives to teach understudies about the significance of climate preservation and foster a feeling of their jobs and obligations towards climate security have been taken care. The distinctiveness of college lies in promoting all round development of student teachers.

Research and Outreach Activities

The institute supports teachers professional development by providing study leave. Furthermore, the college administration has a policy of providing incentives in the form of annual raises upon completion of a PhD degree. The college offers access to the College library in order to encourage staff and students to engage in a variety of research activities.

The institute organizes various outreach activities for community development and participates in government initiatives such as the Swachh Bharat movement, tree plantation, environmental awareness etc in collaboration with the Bhiwandi Municipal Corporation. The college has connections with other reputable schools for internships and student placement

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SWAYAM SIDDHI MITRA SANGH'S COLLEGE OF EDUCATION
Address	Sonadevi Compound , Near Octroi Naka , Kalyan Bypass, Bhiwandi.
City	Bhiwandi
State	Maharashtra
Pin	421302
Website	www.assessmentonline.naac.gov.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Arundhati Chavan	02522-249191	8369464016	-	swayamsiddhimitra sangh@gmail.com
IQAC / CIQA coordinator	Vishal Vijaykumar Sonkamble	02522-8805249191	8087681373	-	Vishalshyam28.vs@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Smt. Nathibai Damodar Thackersey Women's University	View Document
Maharashtra	Yashwantrao Chavan Maharashtra Open University	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	16-09-2004	144	

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	Sonadevi Compound , Near Octroi Naka , Kalyan Bypass, Bhiwandi.	Urban	1.5	3134.76

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graduation	English	100	86
PG	BEd MEd,Education	24	B.Ed	English	50	0

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				3			
Recruited	0	0	0	0	0	0	0	0	2	1	0	3
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	4	4	0	8
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	1	0	4
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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	2	1	0	3
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	4	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	86	0	0	0	86
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	3	2	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	5	5	6	16
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	41	42	40	47
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	50	46	63

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Swayam siddhi Mitra Sangha College of Education is actively engaged in offering quality teacher education programme. It aims to improve overall, development of human beings- intellectual, aesthetics, social, physical, emotional, moral. The institute offers skill based and value based education. The students who are desirous of pursuing their special interest areas other than chosen discipline like B.Ed., M.Ed. may opt for skill based value added course. Our affiliating university is already running integrated teacher education program recognized by NCTE Swayam Siddhi College of Education has always used an interdisciplinary approach because each subject is taught in its own way. Each student acquires</p>
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	<p>knowledge and abilities related to both subjects. The methods and concepts of one subject aid in comprehension of another. Students' skill development is emphasized at college. In order to comprehend the concepts of both method subjects, college places an emphasis on the acquisition of specific skills. An interdisciplinary approach to education helps students acquire a broader range of reasoning and cognitive strategies as learning outcomes. In education, collaboration between students, teachers, and students and teachers takes place. Institute offers community engagement and services by partnering with local schools, community organizations, and other agencies. Students participate in service learning projects, volunteer opportunities, and internships to gain real-world experience and contribute to their communities. Institute implements value education by incorporating ethical and moral values into the curriculum. To the attainment of the holistic and multidisciplinary education. The college will have MOU with colleges of different Universities to promote Teacher Education program or to promote specific subject areas of mutual interest in teaching and research</p>
2. Academic bank of credits (ABC):	<p>The new National Education Policy 2020 proposes the introduction of an Academic Credit Bank. Each student's credits earned throughout their education are tracked by the Academic Bank of Credits (ABC), a digital and virtual repository. It will allow students to open accounts and provide them with multiple entry and exit options. During the advanced education residency, "different ways out" and "various sections" will be readily available, and credits will be seamlessly transferred through the ABC. In accordance with the New Education policy, we are working out how to approach the university to implement the academic credit policy. It will increase faculty productivity and assist students in adopting a multidisciplinary approach.</p>
3. Skill development:	<p>The goal of our program is to improve teacher educator abilities. The skill development program helps to improve practical skills and keep knowledge current. Through a variety of activities, social responsibility is taught to students. As a result of the emergence of ICT and the impact of Covid 19, they were taught ICT-based new technology, a new</p>

	<p>method of teaching, new platforms for teaching, and a variety of new applications. Additionally, their technological skills were improved. These training programs require a futuristic approach to education to meet the demands of the highly competitive job market. The New Education Policy aims to make India a knowledge superpower by equipping students with the necessary skills and knowledge. Regular training has been provided to students, nonteaching staff, and teaching staff to maintain and enhance their technological abilities. As a result of the institution's role as a teacher-training institution and the skill development process's emphasis on increasing students' inner potential and core competencies. The institution additionally observes Public celebrations like Independence Day and Republic Day. Organize different programs like World Health Day, , noticing the Demise and Birth Commemoration of our Public leader which, help in guzzling the upside characteristics of the student teachers The program construction and items stick to the NCTE guide lines.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our College is affiliated to SNDT Women’s university it has designed curriculum for integrating Indian Knowledge system with the contents of teacher education programmes for Indian arts culture and language with a view to preserve the Iconic legacies of Indian heritage & transform them to future generation The Indian philosophical way to deal with schooling has been integrated into the B. Ed educational plan. It has changed, from Vedic education to the current educational system. Language and cultural change are covered throughout the curriculum in the syllabus. We have students from a variety of cultural and religious backgrounds, and we teach in multiple languages. As a result, our teachers have taught in English, Hindi, and Marathi in the classroom. We instructed the office to conduct the examination in various dialects. For our classroom training, we have selected schools with English, Hindi, and Marathi as the primary languages. In light of the new policy, we are implementing multicultural and multilingual educational strategies, and our curricula appropriately incorporate the Indian knowledge system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>After completing the education training program, the student teacher will actually need to put their knowledge and skills to use in a few areas. They</p>

	<p>developed their teaching abilities in order to meet the requirements for becoming competent teachers, as stated by the NCTE. As teachers, they developed their personalities. Students are able to select the appropriate methods of presentation that best meet their requirements after investigating the educational program. A number of students submitted applications for teaching positions, were selected, and now teach in high schools, +2 schools, and private schools. They fully participated in the self-directed learning process by putting new ideas to use. They were completely organized in terms of subject matter. In addition, they acquire a number of life skills that will assist them in achieving social success. After completing their education, they become community volunteers. They were able to link theory and practice in a meaningful way. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programme, workshops etc.</p>
6. Distance education/online education:	<p>Our college is offering the B. Ed. and M. Ed. degrees in normal mode in accordance with the NCTE's approach. We are considering the suggestions in light of the New NEP instructional strategy. Due to Covid -19 pandemic, educational institutions in the country have increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Keeping aside the negative impact of lack of face-to-face learning, online education has broken the geographical barriers creating interaction of experts and students Keeping in view the convenience of the student, the various technological tools used by the faculty, especially during the pandemic lockdown are Google Classroom, Zoom, Google class room , using ppts as teaching and learning aids, Group collaboration and interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be limitation any longer.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club has been set up in the college.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Coordinator for ELC has been appointed. The ELC is representative of second year students.</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>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 The Institute plans to have a series of activities for Voter Awareness Campaigns, Campaigns for Ethical Voting, Street Plays etc.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Institute plans to create awareness drives regarding values and participation in electoral processes.</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>. The institute plans to take this up for the coming year.</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
86	50	48	40	63
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
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
21	9	5	5	15
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
86	50	48	40	63
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
84	50	48	63	58
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
86	50	48	63	58
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
11	10	10	10	10

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
4	8	9	9	9

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
5	4	3	4	5

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

3.2

Number of Computers in the institution for academic purposes..

Response: 32

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:

Response:

The curriculum is the foundation of every higher education institution. As we realize that a powerful educational program as well as its productive conveyance is necessary part of teacher education programme and is ideal fit to empower student. We focus on basic three key components of teaching learning process i.e curriculum, teacher and learner while planning and implementation of curricular and co-curricular activities. Every year IQAC plans and prepares Academic Calendar of the college on the basis of the academic calendar of the parent university. As our college is affiliated to SNDDT university, we do not have much say in removing the content but we have freedom to forward our feedback every year to the university officials based on the views received from teaching faculty, Teaching Practice schools, Students, and Alumni etc. so that necessary actions can be taken by university.

The educational plan being educated is continually under reconnaissance as ideas and remarks are welcomed consistently from the faculty members. Students are guided for two years of B.Ed course.

Through an orientation session at the beginning of each academic year. In addition to traditional lectures, information and communication technology tools like PowerPoint presentations are utilized to convey knowledge of various aspects. A brainstorming session was held to revise the course after it was finished. Every semester, students provide feedback following the internal assessment. Classes are held on a regular basis, and each semester covers the entire syllabus. The college tries to implement the curriculum within the university's overall framework. On the other hand, curriculum implementation takes into account institutional goals and objectives.

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

1.1.2

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

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

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

Response: D. Any 2 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
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 100

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
18	18	18	18	18

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
18	18	18	18	18

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

1.2.2

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

Response: 0

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
0	0	0	0	0

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

1.2.3

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

Response: 0

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
0	0	0	0	0

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

1.2.4

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

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

Response: B. Any 3 of the above

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

1.2.5

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

Response: 96.86

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
80	50	48	40	60

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

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:

Response:

- **.A Fundamental or coherent understanding of the field of teacher education**

Course curriculum provides equal weightage to theory and school based practical activities. Before the commencement of regular classes, newly admitted students are given a orientation regarding Bachelor of education programme . During this programme, students are oriented towards the objectives and activities to be undertaken during the session. Even college makes them aware of Programme and Course Learning Outcomes. Beside this, students are also made aware about rules and regulations as well as time table of the college.

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

The institution enable the students to acquire the knowledge and the skills for school education through innovative techniques and real professional life experience like internship, community engagement, field trips etc. Teacher educators use different strategies and techniques like demonstrations, seminars, group discussions, PowerPoint presentations for better understanding of each subject prescribed in the curriculum. These strategies foster their skills of teaching during internship programme. Curriculum also equips the prospective teacher with skills as per the needs of the schools through activities designed for enhancing professional skills.

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

College provides an opportunity to apply and practice theoretical aspects in real life situation through internship programme. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and integrated lessons teaching practice. Acquired knowledge and competency is practiced by the students during school internship and field engagement activities. Students are given opportunities to apply learnt knowledge to real life situations through participation in co-curricular activities.

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

The college provides different activities and programmes to enhance different type of skills and to inculcate values and attitudes. Along with theory focus is also given on the skills and competency development of the students teachers through Enhancing Professional Capacities activities. Besides theoretical knowledge and teaching competencies, student teachers are given opportunities to acquire skills and competencies or personality developmen . peer-tutoring helps the students to work in collaboration. Celebration of important events and days also makes them to work in collaboration with peer, teachers and local bodies. Through various workshops, the college facilitates the development of emotional intelligence, critical thinking, and communication skills.

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

1.3.2

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

Response:

Response:

Diversity is everything that distinguishes people from one another. This includes numerous factors, including: Race, gender, socioeconomic status, ability, age, and political or religious affiliation are all factors. Diversity in the classroom not only enhances social skills but also has the potential to influence academic performance. It boosts academic self-assurance and sharpens critical thinking abilities. Because diversity comes across in so many different ways, starting conversations about bringing it into the classroom can be difficult. Pay attention to what the people around you are saying and seek out suggestions for improvement.

The college sensitizes student-teachers about diversity through curriculum which includes courses like Creating Inclusive School, Inclusive education, Gender Studies, Understanding the Learner and Teaching and Learning as compulsory papers. The Institute is providing Inclusive Education as a thematic optional paper students. These course contents also provide opportunities for dialogue and discussions between teacher educators and student teachers upon diversity and inclusion in main stream education.

College creates awareness among student-teachers about the: varied schools comprising government and private managements, and different boards. Need for distributing resources commensurate with the requirement of diverse learners. inclusive practices followed in schools. we also make them aware about diversity in learning based on students involvement in learning tasks.

The college is also conducting internship programmes to provide skill-oriented training to the student-teachers to handle diversity in the classroom. Community visits are organized in which the student-teachers are engaged in community activities, Which gives opportunity to understand the social and cultural characteristics of the community and understand its diversity. Assignments are given to student-teachers during their course to sensitize them with diverse learners. Students are encouraged to undertake case studies during internship and analyse data to understand the diversity prevalent in the classrooms. Educational visit qare organized to various special school, orphanage and old age home.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	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:

Response

Every year the Institute organizes Internship in order to familiarise them with different school set up and understand their structural and functional activities. It gives them functional experience for levelling up their abilities in teaching and refreshing their skills. The programmes include self-development workshops as a part of the curriculum which enables students to become self-aware

Pre-internship

During the pre-internship the students are prepared to undertake internship by way of developing required competencies and skills. This readiness assists them with arranging and convey illustrations successfully. They gain clearness about what, why, when and how of showing various levels of content for students of different boards. Before internship, a pre-internship orientation is organized for the student teachers. Microteaching enhances their teaching skills and integration lessons gives them confidence

Internship:

During the Internship, students are expose to professional world. On the first day of, interns receive time table from the allotted school. As per the time table, they plan their lessons and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions. Every lesson is supported by number of audio visual aids catering to diversity in the classroom.. The interns ensure better understanding of theoretical as well as practical aspects of subject matter of students through various teaching-learning strategies. Cooperative learning approach, peer tutoring and experiential learning are used to embed students with values like cooperation, sharing.

They are supervised by the teacher educators as well as by the senior teachers from the concern schools. The student teachers are guided by teacher educators for preparing lesson plans They prepare variety of lesson and teach accordingly, execution of lessons are observed by mentors and post lesson feedback is given. Apart from this, the feedback from observers, feedback from the peers of the student -teachers is also obtained. Based on this feedback, the student-teachers modify their lesson planning. This whole exercise is expected to assess the understanding and abilities of student-teachers.

Post-internship

During the post internship the student-teachers evaluate and reflect upon their own experiences and share their teaching experience. They maintain daily dairy. And submit their internship report.

Library:

Library has collection of Encyclopaedias, Dictionaries, Atlases, Maps , Yearbooks, , M.Ed. dissertations.

Laboratories:

college has psychology lab science lab computer lab and curriculum laboratory.

File Description	Document
Documentary evidence in support of the claim	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: D. Any 2 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: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	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: 61

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

2.1.2

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

Response: 100

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
21	9	5	5	15

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

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

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

File Description	Document
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:

Response

Students are admitted through CET cell of Department Of Higher Education Maharashtra state. Students are admitted based on merit. The merit list is prepared by the institution following the announcement of the entrance result. Seats are distributed according to the state government's reservation. The college takes every measure possible to determine the students' level of education. Every session's induction program provides students with guidance and direction. It is held at the start of each new batch. During the first sessions, students' levels of learning are evaluated using brainstorming. Students are also given individual guidance for the competitive exam and other questions about the various modes.

To make learning more congenial and clear, certain customary strategies are combined with new mechanical methodologies. Instructional exercises, mentoring by teacher educators and additional classes are coordinated when students need support in a particular subject to offer specific guidance. Teacher educators not just urge them to take part in the class, yet additionally assist them with study material on material and books to deliver lucidity regarding the matter. For explanations and discussions, in the classroom a bilingual approach is used to reach out to each and every student and bring them up to speed with the rest of the class. The faculty pays particular attention to how slow learners are performing. Teachers discuss the performance of slow learners with their parents. Advanced learners are encouraged to upgrade their knowledge and skills through provided extra lectures to prepare them for TET, TTET, TAIT by the college along with special lectures organized by expert resource persons.

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

2.2.2

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

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

7. Multilingual interactions and inputs**Response:** A. Any 5 or more of the above

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

2.2.3**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students****Response:** No Special effort put forth 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:** 8.6**2.2.4.1 Number of mentors in the Institution**

Response: 10

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:

Response

Swayam Siddhi Mitra Sangh College of Education follows syllabus prescribed by S.N.D,T Women's university which is student-centric and it completes all these processes in a stipulated time. We provide conducive support systems to the faculty for the effective implementation of student-centric learning. The accompanying techniques are utilized to foster abilities and skills of student teachers.

- **Experimental learning:** For experimental learning teacher educators use following activities

Field Visit

Demonstration method

Discussions on social issues

Community Visits

Educational tours

Student teachers are provided with an opportunity to work in schools during their Practice Teaching (12 Lessons) and Internship (20 Weeks) These pre- internship and internship programs are structured on the premise that students need to gain experiential learning and hands-on training for respective work areas.

Research Project or a Dissertation is a required component of the M.Ed. degree during the last semester and for second year student teachers . Faculty members guide the students. These activities are developed on the principles of experiential learning;

- **Participatory learning:** Participatory learning, includes field-based assignments, field visits, group presentations, group activities, workshops, micro teaching sessions, assignments, Case

Study, Project brainstorming activities, and role-play-learning.

- **Problem Solving:** case studies are given to enhance decisive reasoning, imagination and critical thinking abilities among student teachers.
- **Brain storming strategy:** the teacher educators encourage the student teachers to focus on a concepts and express the flow of ideas. Student teachers ideas are accepted freely.
- **Focused Group Discussion:** this is used by method masters
- **online mode:** What's App Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium only. Zoom platform and google classroom is used.

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

2.3.2

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

Response: 100

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

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

File Description	Document
Data as per Data Template	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: 97.67

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: 84

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:

Response:

Swayam Siddhi Mitra Sangh College of education gives a few chances to guide mentee connections to cater to diverse learners. It also develops a tutoring relationship,. During the mentoring sessions, the lecturers identify any gaps and get them filled. Microteaching sessions are conducted for sharpening basic teaching skills.. Teacher educators guide and assist their student teachers and form the strong bonds to develop a healthy interaction among group members. . Student teachers use creative ideas to create a wide range of practical models, charts, and teaching aids. They are scaffolded for construction of new knowledge on their own. When student teachers and teacher educators participate in social, cultural, and recreational activities such as community work, field visits , tutoring etc helps them to develop bond. Our college offers a wide range of academic, cultural, and recreational opportunities, which fosters all round development of student teachers. Activities such as time management, presentation skills, social skills art and drama helps to destress mentees.. College also provide coaching and guidance for various tests such as B.Ed. Entrance Test, TET and CTET.

There is a provision for teacher educators to develop their professional skills. Employees are encouraged to participate in orientation, the Induction Training Programme, workshops, seminars, and symposiums. Every student teacher is encouraged to use new technology. They have access to the computer lab and the internet, which they may use to stay up to speed on the current developments in their topic as well as in education. In morning assembly student teachers present; thought of the day, daily news and lecture on moral values. Student teachers are trained to plan and execute various creative activities, general awareness quiz, self introduction in English, brief ideology regarding great successful women etc..

File Description	Document
Documentary evidence in support of the claim	View Document
Any 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: B. Any 4 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

2.3.7

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

Response:

Response:

Innovations in Education urges Teacher educators and student teachers to investigate, examination and utilize every one of the apparatuses to reveal a new thing. It includes an alternate perspective on and tackling them. The reasoning process that goes into it will assist student teachers with fostering their inventiveness and their critical thinking abilities

Innovativeness and creativity are crucial to all disciplines and a fundamental piece of the educational

experience, framing a significant component of figuring out how to learn. They are additionally crucial to instructors working on their expert practice and to academic advancement.

Learning includes testing, refining and working on understanding by being made to consider every option. Once in a while, to see new ideas and widen viewpoints, our ways to deal with believing should be inventive, creative and horizontal, as well as straight. One quality of the innovative approach that makes it especially strong is that it requires not just information and comprehension of the area being researched, yet additionally an eagerness to address and not be compelled by existing information. Students ought to comprehend how they can address or provoke laid out information to assist them with forming their own comprehension, and creative mind can assume a significant part: ' One can't think innovatively except if one has the information with which to imaginatively think. Innovativeness addresses a harmony between information also, liberating oneself of that information'

During the academic year there is healthy interactions between teacher educators and student teachers in the Institute, through the process of teaching and learning there is transmission of knowledge, competencies and skills. Teacher educators nurture creativity by encouraging student teachers to think divergently in various concepts of learning. This is particularly encouraged in activities such as assignments, projects, presentations and internship programme. The internship activity provides platform for student teachers creative autonomy. Student teachers innovativeness is encouraged a lot in pedagogy of Languages, Sciences, Mathematics and Social Sciences. This enables student teachers to try out innovative techniques of teaching, learning, in the internship programme. Student innovativeness is encouraged through their participation in teaching aids exhibition. The development of intellectual and thinking skills of students is largely visible in the action research and Research dissertation work. Self-study assignments prompts student teachers to develop intellectual and thinking skills by referring text materials. EPC activities aids in developing essential life skills and values in students. In our B.Ed two years programme, wherein student teachers work together and develop empathy, compassion, values of teamwork and understand the importance of cooperation, collaboration, inter-personal skills and critical thinking skills. The all round development of student teachers is of prime importance in the our college, which enhance their physical, mental, social, psychological, emotional and creative dimensions In life skills education, Students are actively involved in a dynamic teaching and learning process. The methods used to facilitate EPC activities and active involvement in it include working in small groups and pairs, brainstorming, role play, games and debates etc. Creative practices n complement diligent and deliberate practices that help to develop basic skills

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: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
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:** A. Any 8 or more 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

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: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
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: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Response:

In annual planning temporary dates of commencement of internship programme are marked. During staff meeting plan is discussed and detail time table is prepared . Programme is conducted according to the guide lines given by S.N.D.T. Women's university.

Every year schools are identified for internship participative/on request Internship of students is arranged in various private and government aided schools affiliated to different boards. Letters are issued to the schools principals to ask permission for internship. After the consent of school, the teacher in-charges of internship programme with the consent of head of the institution visit and meet with the school principals. The school teachers are requested by the faculty members for allotment of syllabus. The lists of student teachers with request letter are sent to the assigned school of teaching practice. The student teachers are allotted schools keeping in mind the medium of instruction, and subject wise requirement of the schools and vicinity. Before the commencement of internship, an orientation programme is organised and detailed instructions are given to student-teachers. They are provided with roler board chalk box and duster. Groups are formed and responsibility of that group is assigned to group leaders.

Student teachers are introduced with micro teaching skills and integrated lesson which helps them experience of classroom management and presentation skills. This enables them to conduct lessons during intern ship programme confidently.

Practice Teaching (8 Lessons) and Internship (20 Weeks) is part of their apprentice programme.

Lessons are observed by the teacher educators and feed back is provided. Necessary instructions are given to the student teachers based on the feedback received. The student teachers involve themselves in all school activities such as conducting the assembly, arranging sports events, school day, Festivals, evaluation, exhibitions etc.

They maintain internship files, prepare teaching aids and other learning material .

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

2.4.9

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

Response: 2.21

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

Response: 39

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:

Response

Head of the department and teacher educators conduct an orientation programme for students and give all necessary knowledge, guidance and motivation for internship programme. Before teaching in the class, the lesson plans are approved by all method masters. students' teachers conduct lessons in the school as per the approved lesson plan. The lessons are observed by teacher educators or experts from the concerned schools.. on-the-spot feedback is given to student teachers. Feedback is discussed with the observers. Student teachers write self-reflection-based observations.. Mentors regularly provide support to student teachers. During internship programme, the student teachers are under the charge of the Principal of the school and discharge all duties assigned by her. School Principal assigns responsibility to subject teachers from her school whose classes are being taken by the interns to monitor and aid the intern in case, she faces any issues.

Peer observation: Group members observe lessons delivered by each student teacher and provide feedback. Peer groups collectively performs various assigned duties of different events organized in school as a part of internship programme.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 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: A. All of the above

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

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 0

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2**Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 9.8**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 1

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:** 0.82**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 9

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:

Response:

Personal Professional and Social are the three basic areas of teachers development.

The use of state of the art innovation is empowered for every scholastic part. They approach the computer lab and the internet, which they may involve to remain informed about the latest advancements in their field and in teacher education. Staff members are permitted to do scholastic tasks including appraisal, paper setting, invigilation of exams, and so forth. Most of them are actively involved in training program and orientation program as participants and resource persons. Some of them delivered lectures on various topics of school education, Teacher Education, Language Education, Science Education and Social Science Education. Some of the faculty members attended Faculty development program, refresher courses and few of them act as resource persons in FDP. The college management encourages staff members to pursue PhD and apply for NET examinations. Facilities are provided to them assists the teacher educators with developing expertly and keep themselves refreshed with the new training patterns and changes in the new policies.

Teacher Educators, allow students to learn in the most ideal ways, need to adjust to the progressions from time to time. Learners live in a different setup as compared to teacher educators. This gap can be bridged by teacher educators.

when they reach out to the mental level of the learners. This hole can be connected by instructors as it were at the point when they connect with the psychological level of the students. Throughout some stretch of time there have been enormous changes in the arrangement of our school system. Educators must have show that they forces some exceptional attributes to deal with the changing times and patterns in training circle.

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

2.6 Evaluation Process

2.6.1

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

Response:

Response:

Swayam Siddhi Mitra Sangh College of education sticks to academic calendar which is prepared as per syllabus of S.N.D.T Women's University for Conduction of continuous internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams. The time tables have been organized and executed likewise. The educators characterize showing plans as shown in the scholarly schedule and rules of the College. The time table of internal examination is fixed by the College. The time table of external examination s fixed by the University and the same is display on notice board for the students and sent to the students' Whats app group. The students are informed well in advance of any changes

- Preparatory Exams are conducted every year before university exams.
- Every teacher conducts regular class tests on the related topic as assessment and evaluation.

All the records of academic, co -curricular and extracurricular activities of the students and assessed internally on the basis of their performance. The performance of the student teachers in the internals is also monitored by the faculty members

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

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	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:**

Response

In order to guarantee that formative assessment is carried out, a college examination committee is established. The internal exam and assigned assignments serve as the basis for internal assessment. The imprints acquired by the students in internal assignments are evaluated by the concerned Instructional method teacher educators. Students' theory lectures, assignments, discussions, and presentations are continually evaluated. complete transparency in internal assessment. Norms directed by parent University have been adopted in the college.

1. At the beginning of the annual , preboard examination is conducted
2. Internal assessment test programs are organized according to the university and students are informed in advance.
3. The course is evaluated by faculty members
- 4.correct answers are discussed by concern faculty.
5. The marks obtained by the students in internal assessment tests are displayed on the notice board of the college.

The college appoints a senior supervisor for the smooth conduct of examinations. If the students are facing any problem, they are solved by the HOD.

Redressal of grievances at university level: After forwarding request through the college examination section, the questions related to the result, improvement in mark sheet, issued by the university are handled in the examination section. Student teachers are allowed to apply for revaluation, by paying the required processing university fee

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

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

Response:

The college creates and adheres to an academic calendar in accordance with the guidelines of the affiliating university and the state government. Each subject teacher and the faculty keep a record of attendance. Students whose attendance falls short are notified by name. Before the start of the final exam, students are given assignment work to complete, and they are given marks for it. Throughout the session, co-curricular activities are conducted simultaneously. Through daily monitoring of teaching and learning, faculty members monitor the quality of teaching and learning. counseling that is provided to students by faculty.

Assignments work is granted to student teachers and scores are granted before the initiation of the final assessment. The schedule is examined by the staff imembers earlier notification is given as to direct of final assessment.

They are urged to look for direction from educators during the assigned instructional exercise openings or the last option's extra energy. Various evaluations are taken, with the point of permitting the understudies to integrate ideas presented by the educator, in this way making learning a continuum and setting out different open doors for the student teachers to succeed. Scholastic schedule bears demonstration of the assorted fields in which our student teachers s eagerly contribute and succeed.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Response:

On the basis of theoretical and pedagogical considerations, the student will be able to develop academic and ethical characteristics upon completion of the course:

- 1.-In-depth information about the stages of growth from childhood to adolescence
- 2-Development of ICT-based knowledge and the use of educational technology

3-The significance of language for educators and various language-based skills like reading, writing, and speaking, among others

4-Understanding Pedagogy and Discipline: Languages, social sciences, science, math, business, and economics.

5-Professional skill development

6-Learning assessment and assessment tool preparation

7. Information about the curriculum, knowledge, and various policies.

8. Understanding the Self, Personality Development, and Yoga Awareness; 8. Assessment for learning in Teaching.

Content Competency:

- to impart relevant knowledge with respect to foundation and methodology courses
- promote mastery over the required content.
- to know, select and use teaching methods.
- to understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- to acquire necessary competencies for organizing learning experiences
- to select and use of appropriate assessment strategies for facilitating learning.
- to analyse the content, text books and syllabus.

Professional Ethics:

- to imbibe qualities of a good teacher
- to be impartial , and to show love and respect to the individuality of the child ,
- to inspire and professionally help the parents for the care and guidance of their wards
- to preserve proper balance of her life as a person of character and be an ideal to others with her intellectual honesty and moral integrity as well as loyalty to the institution to which she belongs to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

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

2.7.2

Average pass percentage of students during the last five years

Response: 104.18

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
83	59	48	40	69

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

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:

Response:

On a regular basis, students are guided by appropriate methods like writing assignments, presentations, and classroom discussion. Teachers are involved in these assessments because they are directly related to classroom teaching objectives. University policies serve as the foundation for both internal and external assessments. Despite the significance of assessment in education, Formative assessment conducted in accordance with university curriculum. Instrument used to give grades to students following completion of instructional activities.

The most appropriate assessments to improve guidance in student learning are quizzes, tests, written assignments, and other assessments that teachers make during teaching learning . They need to see their assessment as an integral part of the instruction process and as important in helping student teachers learn. The Internal Assessment component enables students to consistently test their attainment of course outcomes and the broader programme learning outcomes. It also enables them to overcome gaps in attainment and optimize the same over the academic session. Constant faculty feedback through formal and informal processes ensures a steady stream of valuable input in terms of student learning. These inputs are invaluable in terms of their contribution in the curriculum design and amendment exercise. The attainment of outcomes is generated through examination results, which are managed by a well-established integrated internal and external examination process. The application of knowledge and critical thinking, which are higher order cognitive skills are of immense importance. Bloom's Taxonomy is used to ensure the alignment of assessment with the CLO.

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:** 69.77**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 60

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

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

Students are made aware of the criteria for the assessment, exactly what is expected of them, and the requirements for various activities. Student teachers are aware of the assessment preparation process. Throughout the assessment period, they perform to the best of their abilities. Our student teachers have faith in both the teacher's assessment and the assessment method. The institution participates in a variety of socially related activities through discussions, contests for making charts and slogans, rangoli competition etc The skills of students are enhanced during micro and practice teaching which is assessed by the faculty of the college and the teacher of the schools where the students are placed for internship. Apart from this for holistic development of students various competitions like sports, rangoli competition , creative art are conducted

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

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

3.1.3

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

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

Response: D. Any 1 of the above

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

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: E. None of the above

File Description	Document
Copyrights or patents filed	View Document
Any 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: 0.2

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	2

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

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

3.3 Outreach Activities**3.3.1**

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

Response: 1.6

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
2	2	2	1	1

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: 71.78

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
65	45	34	27	35

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](#)

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: 51.57

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
35	38	30	20	25

File Description**Document**

Data as per Data Template

[View Document](#)

3.3.4

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

issues and contribute to community development**Response:**

Outreach activities in teacher educations refer to programs and initiatives designed to engage students with the community, promote social responsibility, and create a sense of civic awareness. These activities are an important part of a well-rounded education and can have a positive impact on students' personal and social development.

Community Service Projects: Encourage students to volunteer their time and efforts to help local organizations, such as oldage homes orphanages redlight areas and rural schools. This can teach students about empathy and the importance of giving back to their community.

The tree plantation also done by the college students. This activity provided the attention of the The rally on the AIDS was conducted by the college in the remote places of the village where the facilities are less. Students talked with the people regarding with the awareness of the AIDS, precautions, remedies etc. The topic like hygiene, yoga, fitness, importance of medical checkup etc. were also discussed in the talk. people toward the problem regarding the lack of awareness about the Environment imbalance.

Aids awareness day celebration on the AIDS was conducted by the college in the remote places of the village where the facilities are less. Students talked with the people regarding with the awareness of the AIDS, precautions, remedies etc. The topic like hygiene, yoga, fitness, importance of medical checkup etc. were also discussed in the talk.

Health and Wellness Initiatives: Hold events like health fairs, fitness challenges, or mental health awareness programs to emphasize the importance of a healthy lifestyle.

Social Justice and Advocacy: Encourage students to get involved in social justice issues, such as organizing rallies, creating awareness campaigns

These outreach activities not only benefit the community but also help students develop important life skills, such as empathy, leadership, teamwork, and communication. They can also instill a sense of civic responsibility and foster a greater understanding of the world around them

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: 0**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

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

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any 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: 0****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
0	0	0	0	0

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: 0

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

File Description	Document
Data as per Data Template	View Document
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: D. Any 1 or 2 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Response

Teaching, Learning and Infra Facilities Ventilated & Spacious Class Rooms with Glass Boards & LCD Projector, Conference and Seminar Hall, Well equipped Library, Latest Configured Desktop Computers, Softwares with Printers and well equipped up to mark laboratories. Big playground with pavilion for playing Kabaddi, Volley Ball, Badminton etc. Saprate Common Room for girls Fire Extinguishers Generator for power back up Running Canteen with a seating capacity of approximately 30 to 40 students. Water Coolers for regular water supply..

IT Infrastructure: Wi-Fi enabled campus ICT lab Staff Room with ICT facility , Internal and external surveillance system (CCTV) cameras and one LCD for security and smooth administration. Computer Lab having 30 computers with internet connectivity to develop ICT. Our institution is having 100MBPS Bandwidth WI-FI facility in the college. The college is itself providing this facility to B.Ed department with proper maintenance. We have computer laboratory with 32 computers and an internet facility. The well equipped seminar hall is also having all types of facilities. Classes and method rooms have proper facilities of Wi-Fi and internet

Science lab is equipped with the science apparatus, specimens, chart and models and other teaching learning material of math and science and is utilized to conduct practical demonstrations

Multi-Purpose and Seminar Hall are utilized for organizing induction programmes and Seminars, Morning Assembly, Celebration of Special Days, Festivals, Alumni Meets, Conduction of Examinations and other co-curricular activities.

Sports Room is equipped with sports paraphernalia. The college provides adequate space, sporting equipment and infrastructural facilities for sports to conduct indoor and outdoor games. The college has well maintained playgrounds for Basketball, Volley Ball, Kho Kho, and for indoor games college provides material and equipment like carom board, chess, Badminton etc.

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: 51.72

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

Response: 15

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

Response: 29

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: 100

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
5	4	3	4	5

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Response

ILMS Software is available in the Swayam Siddhi College Library: Software for University Libraries Egranthalya is cutting-edge integrated library management software designed and developed by the INFARANET Centre, based on the requirements of college and university libraries. The library has been automated since 2019. It is software that is easy to use and was made to make working in a client-server environment easier. The cutting-edge integrated library management software known as E granthalya Software for University Libraries was developed by the INFARANET Centre in response to the needs of college and university libraries. International standards for bibliographic formats, networking, and circulation protocols are met by the software. The software was developed to automate all library maintenance tasks after extensive research, discussions, and deliberations with senior government officials. The software works well not only for academic libraries but also for libraries of all sizes and types, including school libraries. The E Granthalya database was developed using MSSQL and is compatible with MS SQL Server. The software automates the acquisition of books and serials and uses barcode technology to circulate (issue-return) books. quick access to the location and details about whether or not reference books and other reading materials are available.

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:**

Student teachers and instructors who required are permitted to utilize all facilities given by library whenever, librarian gives generally conceivable assistance to student teachers as well as to instructors. The library offers free Web access with fast broadband, Wi-Fi offices which are expected by understudies, and personnel for leading exploration, composing research papers, other research situated exercises, and so forth. the library is used almost on each working day. Frequency of use of library by Teaching staff : on as and when required basis. And . by student teachers : on as and when required basis.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	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: E. None of the above

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

4.2.4**Average annual expenditure for purchase of books, journals, and e-resources during the last five**

years (INR in Lakhs)

Response: 0.69

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
01	0.9	1.2	0.25	0.122

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

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: 0.49

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

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

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

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: 16

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: 32

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: E. None of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Response:

The twentieth century is the age of information and communication technology. ICT spreads its network in every sector of life. Education is not out of it. The havoc exposure of digital movement results in a positive impact in India.

The classic methodology of teaching, 'Chalk-Talk-Walk Technique' has certain limitations such as board management, neat diagrams, and handwriting skills. In the modern context, contemporary settings are favouring curricula that promote competency and performance. Curricula are developed to emphasize capabilities and concerns towards the application of the information. ICTs can provide strong support for all these requirements and there are now many outstanding examples of world-class settings for competency and performance-based curricula that make sound use of these technologies. The integration of information and communication technologies can help revitalize teachers and students. The usage of ICT is to complement the classical teaching techniques, particularly in difficult subject areas. To achieve these objectives, teachers need to be involved in the preparation of online teaching resources, multimedia presentation and developing online video lectures. Teachers share meaningful and engaging learning experiences for the students, strategically using ICT

ICT enables students to enjoy enquiry based innovative learning techniques.

An ICT enabled educational technology room, seminar hall with smart board, wall mounted LCD projector and multipurpose hall with portable LCD projector and screen is used for conducting classes for the students, seminars, and various co-curricular activities. The educational technology room other ICT equipment such as printers, photocopiers, projectors –Overhead Projector, , LCD projectors, projection screen, public address system in adequate numbers etc are used for the student teachers.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.69

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:** 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

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

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

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

Response: E. None of the above

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

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: 85.71

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
4	3.5	2.5	3	5

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

4.4.2

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

Response:

Response:

The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities

Computers:

The institution has 30 computers for students use.

Up gradation of the computer systems is generally done on need basis. To fulfill the emergency demands, individual system up gradation is carried out keeping in mind the need for update, deployment and maintenance of the computers in the institution.

Library:

Library has volumes, journals; books etc. Students uses and issued books as per their need. Library is headed by librarian and she is premises superior for both B.Ed. and M.Ed. library. She is supported by assistant librarian, supporting staff (Senior and junior clerks) for journal and reference sections.

Classrooms: Classrooms are the primary learning spaces equipped with furniture. Cleanliness and maintenance are done on a regular basis.

CCTVs: CCTVs are mounted along the corridors which leave no uncaptured areas and ensure safety and security of students, teachers, staff and equipment.

The printer/photocopying machine. The printer/photocopying machine are maintained under an Annual Maintenance Contract (AMC)

Maintenance of Sports Facilities: sports and fitness equipment's are maintained by College. Physical instructors appointed for utilization and maintenance o institute's sports facilities. Regarding the maintenance of indoor games like Badminton/football/carrom-chess college sports in charge consult coaches

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
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	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: D. Any 2 of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
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:** E. None of the above

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

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 31.35**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
10	20	20	0	45

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 8.33

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 6

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.**

Response: 1

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: 2.31

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
0	0	2	0	5

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

5.3 Student Participation and Activities**5.3.1**

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

Response:

Response

Swayam Siddhi Mitra Sangh College of education believes in overall development of students. It is possible only when students are given platform to express themselves in their field of interest. Hence college encourages the students to participate and organize co-curricular and extra-curricular activities. An expounded mechanism of student teachers committees has been laid out in the college from the first year.

Student council:

The students from student council guarantee the smooth conduction of exercises like morning assembly, cleanliness, tidiness and support of foundation and takes care of the daily schedule of the scholastic action and its execution as per the meeting plan. Different curricular and co-curricular activities.

Cultural programs and sports events are organized under the guidance of mentors. Members of the concern committee take responsibility of arranging sports and cultural activities .

The student council Members organize International Women’s day for empowerment and to motivate of women.

The students are given a chance to represent the following committees

Library Committee

.Refreshment

IQAC

Grievance Redressed Cell

Sports Committee

Discipline

Cultural Activities

Organizing Field visits

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

5.3.2

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

Response: 9

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	10	10	7	8

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

5.4 Alumni Engagement

5.4.1

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

Response:

Swayam Siddhi Mitra Sangh college of education has non-registered but functional till date Alumni Association. This has been established by the institution since 2014. The association conducts Alumni Meet where the members of the college gather together. They meet periodically to discuss the ways

and means to improve the academic environment of the institution as well as to exchange views on the scope of teacher education and employment opportunities. The alumni members, who are working on prestigious posts such as principals, coordinators etc. are helping in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities. Their efforts are suitably recognized and acknowledged. Alumni of the institution contribute non-financially over the years in growth and development of the institution. Activities in which alumina contributes are:

They support in online teaching and learning and motivate them

They support in placements

They support in internship programmes

Helps in publicity

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

5.4.2

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

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

Response: C. Any 2 or 3 of the above

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

5.4.3

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

Response: 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
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

5.4.4

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

Response:

Response:

The College has an Alumni Association. Alumni members are actively involved in the various activities contribute in quality education.

The principal of the College is the President of the Alumni Association. Faculty members and students are members.

The activities of the Alumni Association of the last 5years are as follows:

- Motivating new students
- support in online teaching and learning
- support in placements
- support in internship programme and also Helps in publicity

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:

Vision

Building a generation of excellent empowered teachers with higher values.

Mission

- To strengthen the weaker sections of Maharashtra state through higher education.
- To empower student teachers by educating them and by creating in them the social, political and cultural awareness.
- To build student teachers confidence to be nation builders.
- Striving continuously to Provide quality teacher training.
- To carry out teaching and training programs for aspirants as per the norms and standards set by NCTE and state govt.
- To effectively execute various activities under the academic and social responsibility

The principal has complete autonomy over the day-to-day operations of the college, and college management operates in a democratic and transparent manner. At the same time, the college's management is interested in receiving regular updates on the college's various initiatives. In addition to these formal meetings, the management interacts regularly and insightfully with the principal, the institution's teaching and nonteaching faculty, and college student teachers. The college's administration lends the college the much-needed guidance, suggestions, and insights in matters of grave concern as well as in educational transaction, technology, and infrastructure facility. Various cells and committees comprising of are constituted every year to look after the day to day functioning and decision making in the college, some of these committee are student development committee. Academic committee, Admission Committee, Examination Committee etc.

These committees contribute to give direction to teaching learning process which supports to achieve the vision and mission of the college. College working is directed and upheld by the Administering Body and the principal in arranging and leading occasions to assist student teachers with improving their abilities and distinguish their assets and presenting student teachers to utilization of most recent instructive innovation making them intrigued and engaged with acquiring numerous abilities to upgrade their showing abilities and professional competencies. Procedures are reviewed from time to time to provide opportunities to faculty and staff to upgrade their professional skills.

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
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Response:

The Swayam Siddhi Mitra Sangh college of education practices decentralization and participatory management as we believe in collective leadership and democratic traditions. A specific impression of this training practice might be found in the broad designation of power to the educators in the college.

The Principal and the faculty collaborate on the Institutional Perspective Plan at the start of the year. The College Board of Students, Academic Council, and Governing Council all look at the same thing. Every year, it is carried out and well incorporated into the Academic Calendar. The day-to-day activities are then incorporated into these plans. Before the start of the academic year, the assignment of responsibilities is communicated orally as well as in writing through staff meetings and staff circulars. This is done to give each team enough time to think creatively and constructively about how to plan the activities related to the portfolio for the whole year.

Level I

Management:

1. Guidance on implementing the vision, mission and values of the institution.
2. Formulating long term strategic planning and direction to college development.
3. Advice in introducing new programs, students intake, maintenance and expansion of infrastructure and other strategically important matters and Providing high quality learning opportunity to students, welfare schemes and the required facilities and funds.

Principal:-Assisting the management in making policies and taking decisions on setting academic and administrative goals achieving them.

HOD:-Assisting and reporting to the principal on all matters, with respect to academics, administration, discipline, research and student support services.

Faculty:-The teaching load will be trained by the activity in accordance with the area of specialization of each faculty

Level II

Proper allocation of work, duties and responsibilities is done in the institute

- Heads of Department plans and executes the academic and co-curricular activities.
- Various committees are formed to perform various activities throughout the year. College has constituted Internal Quality Assurance Cell, Examination Committee, student Development Cell, Alumina, Placement Cell, Anti - Ragging , Student Grievance Redressal, admission committee and examination committee etc. College has very active IQAC which promotes various activities for college enrichment.
- The Faculty also divides the students into groups for mentoring in the ratio 1:10 for each class. Students whether at home or at internship keep in touch with their mentors.
- Members of the Staff have helped in planning, organising and execution of a major activities.

Level III

The admin staff have remarkable leadership roles and resourcefulness whether it is meeting emergencies or effectively handling the various demands made on them in spite of being small group. They readily coordinate with the faculty whenever needed in the day-to-day functioning of the Institute.

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:

Response:

Our college has placed an emphasis on learner-centered strategy engagement, which includes things like power point presentations, discussions, and field trips. College students are encouraged to participate in an internship program, and student teachers are motivated. As directed by the department of social welfare, we adhere to the appropriate reservation policy. The college maintains administration transparency.

Finance: Swayam Siddhi Mitra Sangh college of education is a self-finance institution. Salaries and other expenditures are directly controlled by the management. Funds collected from the students fee as per the approval of fee regulatory body. Fee and funds available with the college are directly controlled by the management. Audits are periodically conducted to ensure complete transparency. Payments are made through cheques. Various state government Scholarships and other benefits available to the students are directly credited into their bank accounts.

Academic: Admission is taken on the basis of central entrance test conducted by the state government. Admission is done as per the guidelines issued by the government from time to time. Guide lines given by SNTD Women's university are followed for academic inputs.

Administrative: Teaching as well as non-teaching is given additional responsibilities in addition to their normal duties. They complete the assigned tasks with interest. Various committees are formed at the beginning of the session every year for smooth functioning of college.

Examination; Committee plans and conducts the examination. The policies of SNTD Women's University are followed in all matters pertaining to faculty recruitment.

An open door policy for feedback and prompt grievance resolution are followed, and qualified faculty members are recruited in accordance with academic program requirements. Faculty personal files are well[1]maintained. The biometric attendance system guarantees regularity and impartial evaluation

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Response:

A guide that is practical and action-oriented is a strategic plan. It creates a concise statement of the institution's mission and vision, identifies a set of goals, and develops key strategies to address those aspects that are crucial to the institution's success. The major undertaking that will reposition the Institution for the future is also indicated by key strategies.

Plan for the short term

- The creation of the curriculum and the admission of B.Ed. students The course follows strict NCTE guidelines. The admission procedure will consist of the Common Entrance Test, a syllabus developed by the SNTD Women's University.
 - Micro-teaching, internships, and EPC activities, support for the online teaching process, and evaluation and assignment of evaluation methods.
- The online evaluation process maintains openness.
- The academic progress of the students will be the responsibility of the mentor.

Long Term Strategic Plans 2017-23

- Meeting the individual and varied requirements of vernacular medium student teachers in terms of English language acquisition and academics
- To improve communication and presentation skills of student teachers
- To conduct guest lectures

- Conduct various competitions
- Use of technology in the teaching-learning process
- To continue to celebrate Hindi divas, women’s Day, science Day , Marathi divas
- Cent Percent Results
- effective Teaching learning
- Providing good learning material to students
- Orientation towards “Teachers Eligibility Test” for B.Ed.
- Construction of additional classrooms

Review of Strategic Plan 2021-22

- Sports day, Hindi Divas, women’s Day, science Day , Marathi divas celebrated field trips were organized
- Activities were organized for skill development
- Use of integrated approach for student development helped them to get placement in schools.
- ICT BASE teaching learning strategies for pedagogical Skill development
- Results improved
- Syllabus was completed on time
- Additional one floor construction have been successfully completed in the Institute during 2022-23

The above aspects are handled by the concerned committees headed by the principal of the college. Data collected are then discussed in Management committee. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective ideas of the faculty members.

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

6.2.2

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

Response:

Response:

The Principal is the academic and administrative head of the institution. she is assisted by Head of the department. They all follow rules and regulations as prescribed by UGC/NCTE/State Government for the constituent colleges. Staff are answerable for the intellectual and curricular advancement of the student teachers. Staff members have been given responsibilities of various committees. Student teachers are also involved as active members of the various committee. Every committee consists of committee chairperson, staff and student members. They together plan for the activities. The function of every committee in the Institution is well defined. Head of the committees report to Principal of the college.

Administrative: Swayam Siddhi Mitra Sangh college of education is governed by Swayam Siddhi Mitra Sangh Trust. Our Governing Body reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the College. Different committees are constituted for quality administration. The Academic Committee of the college reviews the academic and administrative functioning.

The Finance Committee monitors finances for the development of infrastructure. All rules and regulations are stated in the service manual drafted by the Governing Council. Administrative, academic, co-curricular, and extra-curricular activities. IQAC committee is involved in developing a quality improvement of academic and administrative performance. The College academic calendar is prepared every year which includes holidays, dates of pre examination, numerous college events like induction programmes and competitions are also mentioned there.

Service rules: Our college is affiliated to SNTD Women's university so we follow all the rules and academic calendar of the university. Faculties are educated about conditions of service, roles and responsibilities, discharge of duties, code of conduct, and incentive for achieving academic excellence.

Appointment: The selection criteria of teaching and non -teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating university. Applications of eligible candidates are invited. The interview which is taken by selection committee of the university. Recruitment is done as norms prescribed by state Government / UGC / NCTE and the affiliating parent university

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

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:

Response:

Swayam Siddhi Mitra Sangh college of education has constituted different committees for successful functioning of college and implementation of various activities. These committees are responsible to discuss and decide plans of action. Organizing and implementation of activities is done by them. Day to day working is monitored through these committees i.e Cultural Committee, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, sexual Harassment Committee, Examination Committee etc. The Cultural Committee organises several programmes with the help of teaching and Non-teaching staff. Cultural committee organized cultural festival. Rangoli competition. Mehendi competition, fancy dress competition poster making competition.

During the two years of Coronavirus period, it has been the troublesome testing season of making due medical problems of student teachers and teacher educators. Student development committee handled the covid related problems smoothly during internship.

Uniforms are provided to peons.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

Welfare of the staff members is significant for effective working of the institution. Effective implementation of welfare measures for teaching and non-teaching staff are as follows:

- Salary hikes are given to the teaching and non-teaching staff based on the qualification, services, and outcome of the performance appraisal.
- **Recreational Trips** are organized for the teaching and non-teaching staff. The cultural programs are also organized where all the teaching and non-teaching staff members.
- Duty leave is provided for attending Workshops, Orientation course, refreshers courses, Conferences.
- Increments on award of Ph.D and considerable increment is given to faculty completing NET/SET
- Staff can avail vacation leave, 12 days of Casual leave.
- Festival advance for teaching and non-teaching staff.
- Salary-in-advance can be availed by staff in need. Staff is allowed to use college ICT facilities for their research work

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

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: 17.65

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
0	3	2	2	2

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
Data as per Data Template	View Document
Certificate of membership	View Document
Any additional information	View Document

6.3.3

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

Response: 4

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

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

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

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: 19.61

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
1	3	2	2	2

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

6.3.5

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

Response:

Response:

The goal of performance appraisal isn't just to impartially assess the performance according to laid out standards, yet in addition to recognize expected potential for improvement that can ultimately lead further advancement and development of the staff members. The performance evaluation highlights the individual's strengths and areas for growth. For the purpose of discussion and comparison with the

supervised assessment, the employee completes a self evaluation. After having a conversation with the employee, management will outline a plan to meet any needs for performance improvement that have been identified. Every month, performance is evaluated. The institute also has a biometric system that demonstrates the regularity of the staff, and all teaching and non-teaching employees sign the attendance muster on a regular basis. Additionally, lecture logbooks are updated, facilitating management evaluations of staff performance. Additionally, Google forms are used as a performance parameters. The performance of every faculty member is assessed according to the Performance appraisal criteria. The principal interacts with faculty through regular staff meeting through these Interactions she accesses the work of faculty. These mutual interactions on a regular basis is important for their own classes. University results gives a rough idea to the principal and concerned faculty members about the academic progress. performance of the staff members is first assessed by the principal and then forwarded to the management. Their increments are based upon their performance appraisal system.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

For Internal and External Financial Audit is in Process. Internal and external audits of the institution's entire financial turnover are required to maintain transparency in its financial management. Internally, for local audit, and externally, for central audit. The state government appoints an Internal Auditor, made up of a few team members, to annually audit the college's income and expenditures.

The process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any queries raised by auditors are dealt and addressed. Proper record of all expenses is maintained by the Accounts Department and is audited by the internal auditor on regular basis. The internal audit is the part of the institution and carried out on regular basis by the independent chartered accountant appointed by the management of the institution. The internal auditor verifies the supporting documents like examination of vouchers, bill payments, quotations and approval from the Management. Same system is followed for last five years.

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

6.4.2

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

Response: 0

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

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

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

6.4.3

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

Response:

Response:

The institution ensures financial management transparency and has developed strategies for mobilizing resources.

The management council assists with preparing an ever increasing number of assets to make a

very much outfitted and solid grounds for the student teachers. The IQAC committee generally searches for the new measure for preparing assets and it has created efficient methodology for their ideal usage. The college has attempted to produce supports as material items. The college has very transparent mechanism of auditing and utilising funds and resources.

The College maintains its infrastructure from time to time. It has prepared its policies for effective implementation and optimal utilisation of resources. The funds are allocated by the college management for the maintenance of the ICT laboratories and classrooms.

Optimal Utilisation of Resources

Institution Budget: Every year annual budget is prepared well in advance as per the needs and requirements of the college. It includes funds for academic activities , research activities, computer lab, psychology lab, Library curricular , extracurricular activities and sports.

Accounts and Audit: For mobilization of funds account books are maintained. Every year external and internal financial audits is conducted by appointing statutory auditor by the Management

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Response:

The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC is reliably chipping away at to advance the quality culture in its all circles of the college exercises by channelized endeavours towards advancing comprehensive academic improvement. The IQAC screens the execution of vision and mission of the college. IQAC plans viewpoint plan of improvement for the college and execute it in a well thought out plan of each and every year. It has been attempting to systematize number of value confirmation procedures like digitization of scholastic and organization offices, orientation equity, fortifying expansion exercises and so on. From that point forward IQAC has become instrumental in recommending various quality improvement estimates in the college. During the

appraisal period the IQAC was effective in executing and presenting a few curricular, co-curricular and extra-curricular exercises. The quality assurance strategies are as follow:

1. Organization of online lectures on quality related themes and promotion of quality.
2. Preparation of Strategic Plans to promote quality improvements in academics.
3. Documentation of the various programmes/activities/events to record the continuous improvements.
4. Inculcation of research culture in teachers and students.
5. Increase in the number of online extension activities.
6. Encouragement of students for participation in Internship
7. Conduct of Structured feedback mechanism
8. green audit clean and green campus tree plantation programme
- 9 Encourage use of ICT in teaching learning process
- 10 celebration of cultural festival and work with the community
- 11' encourage student teachers to plan activity base lesson plan
- 12 Developed think tank involving academicians

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

6.5.2

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

Response:

Response:

The IQAC of the college has contrived a few components to survey the viability of the showing growing experience, designs and methods of tasks in the organization and strived hard for positive changes.

Faculty members participate in syllabus revision workshops conducted by the SNTD Women's university enhances the preparedness for effective teaching learning process. Classrooms, appropriate resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of new academic year.

Academic calendar is prepared is done by keeping in mind various activities such as the nature of courses like compulsory subjects and elective etc. Time Table of co-curricular and extracurricular activities is also included in the same.

The commonly used methods are projects, internship, field visits and ICT based teaching including like Google Classroom and zoom platform. For further enhancement, many faculty members prepare study material.

Students are also included in reviewing the teaching learning process by getting feedback from them in prescribed format every year.

IQAC takes review of the activities carried out by different committees periodically and suggests changes, if any, this helps to enhance teaching learning process .

Participation in various Co-curricular activities, ICT usage in teaching-learning process, Conducting Remedial Classes. Coaching for CET, CTET, TEIT Examinations is also encouraged by IIQA

Academic Audit and Green Audit. Clean and Green Campus

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

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: 2.8

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
3	3	3	2	3

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: C. Any 2 of the above

File Description	Document
Supporting document of participation in NIRF	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:**Response:**

IQAC constituted various cells since 2013 to decentralise the work which helps to streamline the college activities.

Admission committee: This committee also decided upon the strategies each year to increase the number of admissions to fill all 100 seats. Admission committee also verifies documents as per the guidelines of state government.

SC, ST, OBC, Minority Cell: category students and their scholarships verifying the documents produced. This cell works round the year as the queries are met for admissions at all times.

Cultural Committee: plan and organize the cultural activities, days celebrations and festivals. The committee maintains all the records of the events conducted.

Sports Committee : organizes the sports related activities.

Examination Committee: is responsible Internal and external examination and maintains examination records. The cell keeps the record of any grievances related to examination and manages coordination between university and college.

Alumnic committee: organises activities with alumni. The committee also organises alumni meet.

Grievance Committee: Takes care of the grievances of the students. The committee maintains confidentially on grievance.

IQAC Committee: monitors the functioning of all the committees and takes decisions for the incremental strategies in context of following areas: Administrative, Academic & Infrastructure etc.

.Discipline Committee: This committee looks after the maintenance of discipline in the college.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Response:

Energy is the ability to take care of work. As indicated by the law of conservation of energy, energy can neither be made nor obliterated. It must be changed from one structure into another. This implies that the misfortune in one type of energy prompts the ascent in the other type of energy.

Energy conservation is the act of lessening the utilization of energy by people or Energy preservation implies taking full advantage of our energy assets by utilizing our normal gifts astutely, getting the best return from our energy speculations, and putting resources into clean energy. Energy is saved to diminish the expense of utilization and to protect the restricted existing assets of energy. Energy can be rationed by utilizing energy-effective gadgets and different strategies to consume energy and diminish the utilization of energy when there is no necessity. We realize that energy can neither be made nor obliterated. It must be changed starting with one structure then onto the next. In this way, it is essential to monitor energy. Energy protection is an inescapable prerequisite for maintainable improvement for advanced education foundations. The organization has created structure and energy rules complying with planned strategy for energy conservation on 12 JANUARY 2021

Energy saving by shifting to LED lighting:

The institution has already installed LED and star-rated power equipment, both of which use less energy and use less electricity than traditional lighting. This year, the college has increased its use of LED bulbs, and the system has been updated in response. As with the previous proposal, which was damaged by natural disasters, a new one for the installation of solar energy was presented at the CDC meeting. The college Management replaced the outdated lighting system and updated the campus entirely with LED lighting to reduce energy consumption. LEDs are used because they use less electricity. When compared to conventional lighting, LED lights can save up to 70% on electricity. Energy is the only thing that is more environmentally friendly.

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:****Response**

Swayam Siddhi Mitra Sangh College of education is aware of its exercises producing waste and guarantees that everything the waste is utilized and arranged capably. Hence Waste Management Policy mission statement- is **“Waste Management is on a mission to maximize resource value, while minimizing and even eliminating environmental impact so that our environment can thrive.”**

Execution Methodology;

The college steps up for the administration of squanders which is produced inside its campus.

Solid waste management

The college has carried out a strong waste administration framework which includes isolation of wet, dry, paper and green waste. Strong Waste Isolation is finished by hand arranging. The dry waste which incorporates paper, cardboard, plastics, scrap materials is isolated from others. Natural waste like the extra food, strips, scrapings from organic products and so forth are additionally gathered in canisters independently.

The plastic waste produced is offered to outside organizations. Our establishment reuse the papers for in private rough work. waste paper boxes have been put at appropriate spots in the labs, staff rooms and classrooms of the college.

E-waste Management

The College segregates old computers, batteries and wires and dispose them at regular intervals.

Activities

Activities conducted under cleanliness drive are environment awareness programme. Eco friendly teaching aids.

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: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Response: D. Any 1 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:

Response

By enforcing the Prime Minister's "Swachh Bharat Mission", **SWAYAM SIDDHI MITRA SANGH COLLEGE OF EDUCATION** is always committed to maintaining a clean college campus. It encourages students to feel proud about college. Cleanliness is extraordinarily significant with regards to eliminating the spread of sicknesses in the institution and implies that staff and students can partake in an open to learning climate. It additionally further develops cleanliness levels and can assist with decreasing the spread of diseases.

Cleanness in Campus:

- Keep trash bins in each laboratories , office and class rooms.
- Removal of the broken, waste and unusable material.

Sanitation:

Safe drinking water

human excreta disposal

Separate and safe sanitary facilities for females students and teachers

Disposal of waste water

Solid waste management

Environmental cleanliness and sanitation

The water purifier to ensure water quality

Green Campus

Every year 'Tree plantation' is carried out to increase green cover. Green audit and environment audit is conducted by authorized agency.

Utilizing Natural Light

The structure of college is planned in such a way that allows the free progression of air and permits regular light to cover every one of the sides of the structure. The more than adequate normal light thusly stays away from the utilization of the lights in the halls and class rooms.

Pollution Free Healthy Environment

e-waste management

Use of LED bulbs in college
Dustbins on the Premises
Waste control in entire campus
No use of plastic in campus
Use of dust proof chalks
Minimum use of paper

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: C. Any 3 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
Any additional information	View Document

7.1.8

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

Response:

Response:

During School internship programme student teachers of our visit various schools locally to get acclimated to the neighbourhood schools affiliated to various boards They get a chance to associate with the school staff, guardians and other local area partners to acquire information about the neighbourhood practices , resources and so forth.

Community visits are organized every year for II year to acquaint Students to community practices and issues. The students along with teachers engage in community orientation programmes on local issues through role plays, dramas, street play, cleanliness activities. The teacher educators orient student teachers in interacting with the community and engaging in community services.

College plans students visit neighbourhood institutes like, Blind School, orphanage, old age home. Field Work is a regular aspect of the curricular Programmes to enable students to get first-hand information, knowledge and experience in various aspects of education. Student teachers also participate in the activities organized by local municipal schools These activities strengthen the institution's system, students learn through hands-on activities and team work, and achieve success in their career. Academic and administrative planning is inter-tuned. Every staff member contributes towards institutional development. Our college attempts to teach the propensity for capable cooperation with climate to save regular assets. We help our student teachers to make balance versatility and entomb connectedness that permits human culture to fulfill its necessities. Following courses assists us with imbuing climate among student teachers.

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

7.1.9

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

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

Response: C. Any 2 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Response:

Best practice 1

PITS Programs for Improving Talent and Skill

“Objectives:

- Benchmarking of sufficient quality using globally acceptable qualification standards
- To teach student teachers to comprehend using a practical approach and experiential learning.
- To improve student teachers' abilities to use their knowledge to face and solve real-world problems.
- To enhance student teachers' decision-making skill.

Context:

The support of quality education is talent, competency and skills of teachers. In today's global context, it is important for student teachers at any teacher education institute to acquire additional knowledge in addition to the curriculum's standard course of teacher's training. Each student teacher must further develop their talent and skills.. Therefore, we have decided to proceed with the PITS.

Practice:

. Along with a group of student teachers who are taking part in the activities, there is an academic committee made up of teachers and students who are working under the competent direction of the Head of the department. Activities of all kinds, including Invited Talks, Role Play, Quiz, exhibitions, Cultural representations, various competitions Essay Writing, Elocution, Innovative Concept Presentation, and action research, among other things. The event's public relations activities aim to reach the intended audience both within and outside the College. During the activities, the participating students are well-informed about the format, conduct, and assessment methods.

:

Enhanced personality and self-confidence, improved communication skills, and improved academic performance

Problems Encountered and Resources required:

Preparation of rubric and reorganization to keep up with new ideas and creativity. Also Keeping standards and levels the same. To sustain Student teachers and teaching staff's motivation was difficult task.

Best practice 2

Objective:

. Objective:

- Models are enablers because they assist student teachers in envisioning possible and desirable outcomes.
- It will enable student teachers to improve the effectiveness and purpose of various school subjects and achieve their specific goals

Practice:

Initially orientation was given by the teacher educators Following steps were used while practicing modelling in the classroom. **Explicit** what it is they are going to be modelling and why it is important and exactly what the student teachers will be able to do as a result. They broke the skill down into **steps various steps**. They presented them how to do each step by physically doing it, or getting student teachers to do it with them As they did it, they **questioned** student teachers about why they are doing it that way, so they develop an understanding of the 'why' as well as the 'what'. **common mistakes and misconceptions** were pointed out sand clarified **Examples of excellent work** were demonstrated.. After this session student teachers presented the skill independently.

Evidence of success:

Their presentation skills improved. It give them better understanding of pedagogical competencies and skills. It focused on developing the teacher competencies among the student teacher

Problems Encountered and Resources required:

Writing lesson plan was difficult task for them. When faculty members scaffolding by concern faculty they acquired the skill.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any 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:****Response**

Vision of our institution is " Building a generation of excellent empowered teachers with higher values."

To create social and social awareness among student teachers. our goal is to create future educators with coordinated characters, who can demonstrate as a resource in the public recreation . With this view, our institution generally celebrates various activities and significant days and different occasions. The college has areas of strength for a with the neighbourhood individuals. This incorporates various minorities and marginalized segment students. The primary focal point of the foundation stays on the advancement and government assistance of the girl students women empowerment programs are regularly coordinated in the college to persuade the girl students.

The student teachers s are engaged in active learning, given comprehensive learning experiences; enabled to manage diverse learning needs and challenges. The practice teaching is a joint venture of the school staff and mentor teachers. The assessment and evaluation scheme is comprehensive, reliable, objective and transparent, outcomes of which are utilized in improving the performance of pupil teachers. Use of new technologies is quite good in teaching –learning. The teachers are actively engaged in training and developing instructional and other teaching learning materials. Strong college-and school-community networking are in place. The college reaches community and conducts many extension programs and encourages its faculty to provide consultancy services.

Swayam siddhi Mitra Sangh management is committed to impart quality teacher education to student teachers. To empower student teachers by educating them and by creating in them the social, political and cultural awareness college organizes various cultural activities like cultural exhibition, celebration of Navratri, Diwali and Eid etc. college organizes community visits for social and political awareness.

Remedial classes for slow students is one more move toward pull up the student teachers slacking in their academics. The student teachers are given scholarship from state government and minority commission

To build student teachers confidence to be nation builders college conducts activities for their self development and life skill development. Every student teacher is given opportunity in planning organizing and implementing various activities and also each student is given chance to participate and show case their talent.

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

5. CONCLUSION

Additional Information :

Swayam Siddhi Mitra Sangh College of Education is affiliated to SNDT Women's University. Hence Syllabus approved by academic counsel of the university is implemented in the college. The college adopts innovative methods within recommended academic structures, committed to provide all round development for its all-women student. The college prepares student teachers to meet challenges of 21 st century.

The college campus has facilities like photocopy, and canteen for student teachers. several cultural, sports and community outreach programmes are organized to provide education for holistic development of student teachers. Moral Education is an integral part of teaching learning process in the institutions. Morning assembly is routine practice of our college. The focal point of the organization is to deliver esteem based, proficient and internationally capable teachers. Covid 19 was challenging period teacher educators have tried their best to conduct their lessons online for the student, which was new and enriching experience for them.

Concluding Remarks :

Swayam Siddhi Mitra Sangh College of Education was established in 2004, is the outcome of the sincere and dedicatory efforts of the Trust member under the bold charismatic leadership of CA Shri Suresh Jain and Shri Parag Khandekar. Their vision and love for women empowerment and education made them work hard with the co-operation of the local residents towards the establishment of this college . The college is recognized by the NCTE and affiliated by the **SNDT WOMEN'S UNIVERSITY**. The College is located in Bhiwandi District Thane Maharashtra state. It reflects the sincerity and devotion of the Teachers towards the institute and commitment of the welfare of education, specially teacher education. The admission process is transparent and systematic as per the rules and to retain the students with diverse backgrounds. The relationship with the practice teaching schools depends on the guideline of commonality, supplementing each other's roles and honor awareness's and requirements. It goes past the circle of activity of the temporary position. Green practices and Energy protection practices are given the most noteworthy need to make eco -cordial guidelines in the campus.