



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	SWAYAM SIDDHI MITRA SANGHS COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. Rauf Patahn
• Designation	I/C principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02522249191
• Mobile No:	9820518957
• Registered e-mail ID (Principal)	arundhati435@gmail.com
• Alternate Email ID	arundhati435@gmail.com
• Address	Sonadevi Compound, Near Octroi Naka, Kalyan Bypass, Bhiwandi.
• City/Town	Bhiwandi
• State/UT	Maharashtra
• Pin Code	421302
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women

• Location	Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	S.N D T Women's University				
• Name of the IQAC Co-ordinator/Director	Ms. Sanjudevi Yadav				
• Phone No.	02522249191				
• Alternate phone No.(IQAC)	9820518957				
• Mobile (IQAC)	8600333955				
• IQAC e-mail address	swayamsiddhimitrasangh@gmail.com				
• Alternate e-mail address (IQAC)	sanju86001985@gmail.com				
3.Website address	https://www.swayamsiddhieducation.info/copy-of-aqar				
• Web-link of the AQAR: (Previous Academic Year)	https://www.swayamsiddhieducation.info/copy-of-aqar				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.swayamsiddhieducation.info/academic-calendar				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B	2.02	2016	05/11/2016	04/11/2021
6.Date of Establishment of IQAC			15/06/2013		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	0	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
1. To organize workshop on use of different educational apps		
2. To Organize online counselling interaction		
3. To organize community activities during pandemic		
4. To prepare online study material		
5. Prepare students for online presentation		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
1. To organize workshop on use of different educational apps	<ul style="list-style-type: none"> The teachers were involved online classes and have become versed preparing presentation for online teaching they used their creativity while preparing ppt
2. To Organize online counselling interaction	student teachers shared their experiences and shared their problems they faced during lockdown period session helped them to release stress
3. To prepare on- line study material	improved the university result and passing percentage of the students increas
4. Prepare students for online presentation	Workshop was organized on use of PPT in teaching learning process student were asked to make presentation on-line mode and they were observer by mentor feed back motivated the students to
5. To organize community activities during pandemic	student teachers could emphise with families suffering from financial losses. It developed the value of social responsibility.

13. Whether the AQAR was placed before statutory body?	No
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<ul style="list-style-type: none"> Name of the statutory body
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Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE
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Year	Date of Submission
2020	25/02/2022

15. Multidisciplinary / interdisciplinary

Swayam Siddhi College of Education followed the rules of interdisciplinary approach till date as it focuses on learning of each subjects separately. Each student learns skills and concepts common to both subjects. Understanding of another subject is helped by the process and ideas of one subject. College emphasizes skill development for students. Educational program is absolutely understudy arranged. College emphasizes the acquisition of specific skills that aid in comprehension of both method subjects' concepts. Students acquire a broader range of reasoning and cognitive strategies as learning outcomes as a result of an interdisciplinary approach to education. Student-teacher, student-student, and teacher-teacher collaboration occurs in education

16. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) is a digital and virtual repository that keeps track of each student's credits earned throughout their education. It will give students multiple entry and exit options and make it possible for them to open accounts. Will be there in a jiffy "different ways out" and "various sections" focuses during the advanced education residency and credits will be moved through the ABC flawlessly. We are working on how to approach the university to implement the academic credit policy in accordance with the New Education policy. It will assist students in adopting a multidisciplinary approach and improve faculty productivity

17. Skill development:

Our program itself is designed to enhance teacher educator skills. The skill development program contributes to the enhancement of practical skills and the updating of knowledge. Students are taught social responsibility through a variety of activities. They were taught ICT-based new technology, a new method of teaching, new platforms for teaching, and a variety of new applications, and their technological skills were improved as a result of the emergence of ICT and the impact of Covid 19. In order to meet the demands of the highly competitive job market, these training programs require a futuristic approach to education. By providing students in India with the necessary skills and knowledge, the New Education Policy aims to transform the country into a knowledge superpower. Students, nonteaching staff, and teaching staff have received regular training to keep and improve their technological skills. Also, every NCTE-

approved skill development program is incorporated into the B.Ed. / M.Ed Syllabus. Expertise improvement programs are a quality drive taken by the organization to bestow past educational plan information, abilities and values to understudies. Because the school is a teacher-training institution and the skill development process focuses on improving students' core competencies and maximizing their inner potential

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The Indian philosophical approach to education has been incorporated into the B. Ed curriculum. From Vedic education to the current educational system, it has evolved. The syllabus covers language and cultural transformation throughout the curriculum. With a multilingual approach, we have received students from various cultural and religious backgrounds. Therefore, in the classroom, our instructors have taught in English, Hindi, and Marathi. We gave the office to seem the assessment in various dialects. We have chosen schools with English, Hindi, and Marathi medium for our classroom training. We are adopting multicultural and multilingual approaches to education in light of the new policy, and our curricula appropriately incorporate the Indian knowledge system.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

After finish of educator training program the understudy instructor will actually want to apply their insight and abilities in a few regions. According to NCTE, they developed their teaching skills to meet the requirements for becoming competent teachers. They developed their personality as teachers. Understudies investigations educational program and capable to choose fitting showing techniques as per their needs. Several students applied for teacher positions, were chosen, and now work as teachers in high schools, +2 schools, and private schools. Through the application of novel concepts, they fully engaged in the process of self-directed learning. They had complete subject knowledge organization. In addition, they learn a number of life skills to help them succeed in society. They volunteer in the community after becoming teachers in any field. They were able to establish a connection between theory and practice.

20.Distance education/online education:

According to the approach of NCTE, our school is giving B. Ed/ M.Ed in normal mode. Considering the New NEP instructional strategy, we are arranging to the suggestions.

Extended Profile

2.Student

2.1 Number of students on roll during the year	48
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File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	100
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File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	50
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File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	44
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File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year	44
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File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	48
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File Description	Documents
Data Template	View File

4.Institution

4.1	900000
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	32
Total number of computers on campus for academic purposes	

5.Teacher

5.1	10
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	8
Number of sanctioned posts for the year:	

Part B**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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Our college follows a curriculum designed by S.N.D.T Women's university. The Curriculum design of B.Ed. The program is based on papers that are required and optional, a practicum, community service, and an internship. The university has decided to follow a year-round schedule instead of a semester schedule starting in the academic year 2020-22. June 2020. The following well-thought-out mechanism has been developed by the college to carry out the curriculum: Meeting of the academic committee Readiness of scholastic schedules and plans. Program for curriculum orientation

Evaluation of the curriculum for upgrading. Meetings for review following each activity. We distributed the faculty members' work at a meeting of the academic committee; We talked about a variety of novel approaches to the teaching-learning process. The scope of various curricular and co-curricular activities was planned, as per the academic calendar. The planned academic calendars and timetables were presented to IQAC for final approval. Before the start of the academic year, we held an orientation program after the state government have completed the admission process. We provided the course syllabus and anticipated learning outcomes during the orientation program

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

<p>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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</p>	<p>D. Any 2 of the above</p>
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File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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 Website of the Institution Prospectus Student induction programme Orientation programme for teachers

C. Any 2 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.swayamsiddhieducation.info/academic-calendar
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

4

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.swayamsiddhieducation.info/academic-calendar

1.2.2 - Number of value-added courses offered during the year

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1.2.2.1 - Number of value-added courses offered during the year

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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

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1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

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File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

One of the above

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

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

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1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

00

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

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The structure of the curriculum includes classes on professional ethics, gender equality, human values, the environment, and sustainability over the course of two academic years. Through gender parity, the college provides all students with equal opportunities. In the first-year compulsory paper, "Contemporary India and Education," the topic of girls' education and their rights is discussed. In the compulsory paper Course 6, the topic of preventing violence against women and children is also discussed. Every day in the morning assembly students share stories and articles based on different values. This helps the students to understand the code of conduct and develop morality and human value. the college's green campus, a plastic-free environment, and environmental day celebrations The second year includes topics on health and hygiene as well as environmental education.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

The Boards of School Education—the Board of Secondary Education in Maharashtra state, the Board of Higher Secondary , and the Central Board of Secondary Education in India—as well as the Council for Indian School Certificate Examination and its two examinations—the Indian School Certificate and the Indian Certificate of Secondary Education. The various forms of assessment, including formative, summative, and other types, are also covered . The lessons and discussions that take place in the classroom provide students with information about these facts. Students have a thorough understanding of the ethnographic culture of the schools under different boards in which they will be interning. They are prepared for this during the Pre Internship programme, Micro-Teaching Workshops and the 4-Week School Exposure Program.

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institution's various initiatives primarily aim to prepare students for the professional world by fostering a fundamental understanding of the interconnectedness of the various learning activities. The 4-Week School Exposure Programme is one such activity. Throughout the first year of the B.Ed., Theoretical perspectives on secondary school management and operation were presented to the student-teachers. In addition, during the third semester, they were sent to select schools for observation and participation in the day-to-day operations of the school's

management, where they were supervised by an assigned supervisor or mentor. human supervision and management physical and financial resources Later the culmination of the multi week time frame they were given the assignment Members of the Trainees' group were elected in order to promote democratic ideals and make it possible for them to practice democracy. They were involved in making decisions about the institution's administrative operations. Not only that, but the Trainees team leader also helps organize College functions with the help of student teachers. The college made various attempts to teach students professionalism in this way.

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

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

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

TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
100	
2.1.1.1 - Number of students enrolled during the year	
48	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year	
50	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
6	
File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	View File

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

0

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

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 Describe the assessment process 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, in not more than 100-200 words.

During COVID-19, the college organized online classes specifically for advanced and slow learners and provided clear instruction to all students. As part of a blended learning system for students with different learning abilities, this practice is started. Additionally, tutorial classes are taught by the B.Ed. and M.Ed. course for those who academically weak. The college conducts assessments of the students' learning levels and develops specialized programs for advanced and slow learners. Students who are academically weak learners are regularly enrolled in mentoring program, and offered remedial classes. Students receive assignment work for mental development. given opportunities to participate in college-sponsored activities. Additionally, students are permitted to participate in college-organized competitions.. The school follows a comprehensive and ongoing evaluation procedure, assisting our students in improving their academic performance

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

<p>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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</p>	<p>Four/Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

<p>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</p>	<p>One of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:5

2.2.4.1 - Number of mentors in the Institution

8

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Swayam Siddhi Mitra sangh College of Education practices a variety of student-centered activities to enrich learning experiences, such as classroom seminars, micro-, macro-, and problem-solving methods. Practical courses and adequate experimental practice for students are incorporated into all programs. Additionally, they offer students a platform for active learning. Besides, Online class,. instill uplifting outlook among the student teachers. Every single subject have own lab. There is science lab Every week, students visit and carry out a different experiment during demonstration skill and internship. Every student participates in a period of classroom seminars on a regular basis, giving a presentation on a

variety of subjects.1. Experimental learning:- Team building activities, stimulation based learning, social service learning activities, under observed research programme, lessonrecording, performance etc. 2. Participation learning:- some activities like team teaching, group discussion, innovative methods of presentation, studentcouncil formation and it's activities, seminars, workshops etc are adopted. 3. Problem solving methods:- In this teachers use group activity, case study, self analysis report, mentor counselling sessions and remedial teaching

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

8

File Description	Documents
Data as per Data Template	View File
Link to LMS	NIL
Any other relevant information	View File

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

48

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Four of the above

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

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students
Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Through various activities led by teachers, the institute ensures that students receive ongoing mentoring for the purpose of developing professional contributions. Students' professional competencies are developed through a variety of methods and activities by teachers, such as In classroom activities like team teaching, group tasks like organizing the seminar, a social

awareness program, and numerous other group activities, all teachers offer opportunities for working in teams. The teacher organizes numerous programs to accommodate student diversity, such as orientation programs, social visits, celebrations of various festivals, theme-based co-curricular activities, and so on. The instructor likewise give direction to Students for adjusting class and home work pressure through the mentorme ntee exercises. Special guest lectures, motivational speeches, spiritual and technical sessions, and other activities based on the development of strategic management skills are provided by teachers. Teachers put efforts into introducing new technical teaching and learning methods in order to prepare students for the modern world. Teachers also encourage students to develop innovative lesson plans, PowerPoint presentations, quiz-based teaching methods, and online teaching and learning strategies, particularly for covid situations.

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

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

Four of the above

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

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills,

empathy, life skills etc. among students

Students can participate in innovative projects with a special guide's supervision to conduct action research, develop online teaching strategies, produce videos, and present for lesson planning. There are a number of opportunities for students to develop their innovativeness. Concept mapping, team teaching, role playing, the questioning method, the cooperative learning method, and other innovative lesson plans are among the methods they learn to use. Students organize workshops to develop intellectual skills, and to develop empathy and life skills, they participate in a variety of group-based teaching and learning methods, social and community service, and other activities. Various strategies are used by the teachers while facilitating learning of the students e.g. brainstorming, activities like preparing concept maps, creative teaching aids preparation are some of the activities. For inculcating social values among students social outreach activities are also organized like Social harmony activities. for developing life skills many activities like Rangoli Competition,

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

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Seven/Eight of the above

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

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

One of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
<p>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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Two of the above</p>
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>Two of the above</p>

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

Two of the above

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

Four of the above

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

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Before initiation of the internship program consistently one gathering with the school heads is coordinated. The school principal or supervisor and all of the internship's specifics are discussed in the meeting. They are informed about the nature of activities and school expectations. Before the internship, students receive a common orientation of internship activities. Gatherings of 10-12 student teachers are framed for the school internship programme, as Bhiwandi is a student teachers travel from far off places, and the area of the understudies is taken into thought while choosing schools. As per the requirements, mentor rotation is also carried out for each group. Mentors regularly visit internship schools to help students. the things to do. Rubrics are prepared for the evaluation of students' internship performance. Groups are rearranged for each internship to provide them with exposure to and experience in a variety of educational settings, including public schools, private schools, CBSE schools, and so on.

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

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

36

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Five/Six of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

For advice and feedback, teacher educators frequently visit internship schools. Participation is kept up with in the school by the school head/manager. The respective school subject teachers observe the constructivist lessons. Meetings for students' performance-related feedback are also held with school teachers. Peer observation and feedback mechanisms are maintained for practice lessons and constructivist lessons. For each subject student teachers together arrange exercises like displays, social projects, sports, and so on.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File
2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	One of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Four of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	

8

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

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

0

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

2.5.3 - Number of teaching experience of full time teachers for the during the year

8

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

8

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Teachers are encouraged to attend conferences and workshops at the

regional, and national levels. There are many professional associations that teachers belong to. A wide range of ongoing issues in the field of education are examined in staff gatherings.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

For each course, instructors conduct class tests through Google forms. Students receive oral and written feedback during group work for the professional competencies. Rubrics have been prepared for the examination by the college. There are 25 marks for each internal assignment in the course, and these marks are given based on how well students did. grade and checks are imparted to understudies every now and then.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Two of the above

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

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The final B.Ed. examination is planned and carried out by the Board of Evaluation and Assessment. The school is the middle for the assessment. Every member of staff participates in the examination process and carries out a variety of responsibilities, including supervisor, senior supervisor, university observer, paper setter, and evaluator. As far as assessment related complaint redressal is concerned all such matters are settled by the Leading body of Assessment and Assessment of SNTD Women's university

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

In order to make sure that all of the activities that will be carried out throughout the year are included, the academic calendar is created at the beginning of the year in collaboration with all faculty members. In the staff meeting, the academic calendar is then thoroughly discussed and approved for use. The college's annual schedule, which includes the list of holidays (national, state, local, and institutional holidays), the schedule for exams and other

forms of evaluation like class tests, assignments, projects, preparation leaves, and supervised study, is included in the academic calendar. The academic calendar also includes the tentative dates of orientation, [internship programme and extension activities. Other activities like college social and other cultural events, college sports, etc. are included in the academic calendar as well. The Board of Examination and Evaluation receives this academic calendar following the conclusion of the final university exam. The academic calendar is used to guide all of the evaluation activities.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The B. Ed. Learning outcomes based on curriculum performance are provided. all of the tasks, projects, and activities related to teaching, Performance-based learning outcomes serve as the foundation for professional development and field participation. The mentors evaluate the students' performance for each activity and provide feedback. IQAC holds follow-up meetings at the conclusion of each activity. Our teachers offer a variety of learning opportunities to meet the needs of their students. to comprehend how to prepare for the examination. Perform to the best of their abilities, the assessment method has more faith in them.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

Quizzes, tests, and writing assignments are the most suitable assessments for enhancing student learning guidance. All of the characteristics of the teaching profession—attitudes, honesty, integrity, loyalty, cooperation, and justice—are measured by professional values for teachers. Instructors depend on the outcomes from these appraisals due to their immediate relationship with study hall educating objectives.

Teachers, on the other hand, must alter not only their approach to assessment but also how they interpret the results in order to use classroom assessments to improve. In particular, they need to recognize the significance of their assessment in assisting students in learning and as an essential component of the instruction process.

Even though assessment plays a crucial role in education today, not all educators receive adequate training in assessment design or analysis. Teachers construct themselves in a disgusting manner with questions and essays resembling those their teachers used to use when there is no appropriate assessment available. They structure appraisal as evaluation instruments, to be utilized principally later informative exercises are finished and to furnish understudies with grades.

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

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

40

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Students for B.Ed. take admission from various deciplines, mostly it is a heterogeneous group, so at initial level for professional competencies their performance is satisfactory. After completing activities under guidance of Mentors we have observed that students' performance is improved a lot. Regarding theory courses also students performance is improved. It is a gerat success of the college that some of the studeents are offered jobs by practice teaching schools after completing B.Ed.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey	
2.8.1 - Online student satisfaction survey regarding teaching learning process	
https://docs.google.com/forms/d/e/1FAIpQLSc0YTZemAcrj0Spo4W8Gjo9RynI Vg7eITd3VAxp_At2yMusJw/viewform?usp=sf_link	
RESEARCH AND OUTREACH ACTIVITIES	
3.1 - Resource Mobilization for Research	
3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year	
00	
File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File
3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)	
00	
File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

All of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

00

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

00

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	View File

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

40

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

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

40

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

40

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

40

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

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

A number of outreach programmes are organized at swayam siddhi mitra sangh's college of education. The outreach programmes help the student teachers, the fraternity to be one with the society, to interact with them and to become aware of the needs of the society.

Community Work: Is a part of the philosophy and has been doing from inception.

The work of creating awareness on social issues like environmental protection, tree plantation, reducing the use of plastic, importance of girl child education, old age home visit and special school visit is done by the student teachers.

Outreach programmes helps to develop in our student teacher the importance of being a part of the society.

Due to the lockdown situation, these activities of sensitization and community development were a bit restricted. Nonetheless students carried out the same to the best of their capacity.

Student teacher cooperated in works like covid vaccination center and free mask and sanitizer distribution organized by the organization.

To create awareness about corona virus, professors organized online Covid awareness programs. The student teacher took part in it.

All the activities played a major role in bringing awareness in the society

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

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

00

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

00

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

00

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

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

00

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words
The institution has adequate facilities for Teaching- Learning. viz. Principal Room, faculty room ,Library, Lecture hall, Method class room 1, Method class room 2, Method class room 3, Ladies common room, Psychology Lab, toilet, Office, computer room, Av room cum store room, staircases, corridor, M.Ed Classroom ,Play ground ,Canteen, Science Lab,
All the rooms are well ventilated and illuminated. Provision of a

water cooler along with a water purifier.

The institution optimizes the use of its resources. The computer lab and the resource room have storage facility for equipment, audio visual aids, CDs and other paraphernalia which are annually sorted, weeded out and updated. The staff room is also being refurbished with the purpose of providing the faculty more space for storing laptops, personal copies of books and other resource material.

The library is updated regularly with respect to print and technological resources. Plans of equipping the computer lab with software and hard ware to make it a language laboratory are in the pipeline. One of the classrooms which can comfortably seat twenty persons has been equipped with computers with internet facility to be used for the purpose of research

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

1

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.swayamsiddhieducation.info/photo-gallery
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

3 lakh

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

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 Describe the features of Library Automation in not more than 100 – 200 words.

: The library has collection of text books ,reference books, Journals, CD's etc facilities including mobile phone, fire extinguisher, suggestion box, inverter/UPS facility, safe drinking water ,and power generator. The library is updated regularly with respect to print and technology resources.Exclusive reference section is available in the library. Visitor's book is maintained for students and staff. The collection includes more than 55756 books. New arrivals of books and journals are displayed on separate stands and racks. The books are being coded and the users are given unique code ID. Effective utilization of infrastructure is ensure through appointment of well qualified system administrator

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.swayamsiddhieducation.info/services-4
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

college does not have remote access to library resources which student and teachers use frequently

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

One of the above

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

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

544560

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

0

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.swayamsiddhieducation.info/services-4
Any other relevant information	View File

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

None of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The computers, Wi-Fi networks and other tech devices are handled and maintained by the lab assistant . In case of major issues, the machines are outbound.The institution also have printer and projector. The Lab Assitant manages ICT Lab. All events on campus are captured live and streamed if needed. Printers, Drinking water coolers etc are present. Maintenance of electrical fittings is done if need arises, the Company technicians are brought in

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.

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

4.3.2 - Student – Computer ratio during the academic year

3:2

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

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

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

600000

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

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. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

There are procedures adopted by the institution for utilization and maintenance of facilities

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 and cyclostyling machine. The

printer/photocopying and cyclostyling machine are maintained under an Annual Maintenance Contract (AMC)

ICT laboratory :In case of the ICT laboratory, the systems administrator and the lab assistant provide in-house technical support.

The library team: The library team ensures purchase and dispensation of books, periodicals, journals, encyclopedia and other materials. The library staffs engage in stock verification at the end of the year

Library facilities-The library is well equipped with reference books, journals and periodicals. The scope of the collection reflects the commitment to advanced study in education and its various dimensions. The students are provided the question papers of previous years in the website and also hard copies are maintained in the library.. Students when facing difficulty approach the library staff for assistance. Computer Lab-

The College has a well-equipped Computer Laboratory. The students are motivated to conceptualize and develop ICT related instructional material for the enrichment of their teaching.

Sports:-. A sports committee is constituted every year, consisting of students as well as Faculty. sports equipment is issued to the students by depositing their student ID whenever they got free time

File Description	Documents
Appropriate link(s) on the institutional website	https://www.swayamsiddhieducation.info/procedure-and-policies
Any other relevant information	View File

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 Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different

Three of the above

disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Five/Six of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

B. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

One of the above

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

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
20	48

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

0

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

0

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Student- Council is elected by the Principal and staff members after observing the student's behavior and attitude. College has various clubs and which are represented by different students as secretary and members. Various activities are conducted throughout the year under each club. The activities conducted by these clubs help teachers to recognize their potentialities and enhances their personality and strongly believes in learning by doing. Activities like Swatch Bharat and Science Corner were some of the activities conducted by the students. The club organized celebrations like Teachers' Day, Day, and Republic Day. club conducts activities like morning musings and quotations are written on the black board every morning throughout the year. meanings, new words and charts throughout the year.

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

5.3.2 - Number of sports and cultural events organized at the institution during the year

05

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

As per the State Govt. notification, the students' council was to be formed. Our college formed Student Council for the academic year 2020-21 at the institution level. There was 11 student a representative of various areas like Cultural, Sports, college activities such as Languages, History, Geography, Science, Mathematics and Science Club, Annual Cultural Days, Sports week, etc. Students actively participated in the present at the meetings and gave valuable suggestions. Decisions were taken by considering their suggestions. These representatives ensure a healthy atmosphere for smooth interaction between students and teachers. They also help to maintain discipline on the college campus and contribute to the grand success of various activities. The student council of our college students enthusiastically organized participation in various programs, and activities at the college level. The activities carried out during this period were mostly online due to lockdown which is as follows, celebrated Teacher Day , cultural days like Gandhi Jayanti, Savitribai Phule Jayanti to inspire to the students.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

One/Two of the above

the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

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

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

List of Alumni Association Activities a. The Alumni Day Reunion is organized every year in August or September specially focusing on fostering interaction with the current batch of students. Students who have excelled in the University examinations are felicitated on this occasion. b. Organizing functions regularly to provide a platform for our alumni and current batch students to interact.c. Celebrating the achievements of our alumni and keeping members informed of the progress events in swayam siddhi college of

education. e. Conducting demonstration lessons, seminars and workshops on different topics in Education. The alumni members also reciprocate with a lot of enthusiasm.

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

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. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The Institute envisages the introduction of instructors who not only aim for expert excellence but are also people of integrity and are touchy to the wants of Society. The Mission of the Institute is to help student teachers to appreciate their profession as teachers and their role agents of social change, to create for them a learning environment where theory and practice is well integrated providing all the necessary facilities to faculty, staff and trainees to ensure that the trainees receive the best in terms of academic, personal and professional development. The Institute has a well-stocked library, an IT lab, classrooms. Study materials have been usually posted in google class. The Institute has a team of dedicated teacher educators who are not only competent in the subjects they teach but also take a lot of interest in grooming the student teachers by providing personal attention and mentoring. There were webinars where in students were involved co-curricular activities on Zoom and other virtual platforms when instruction was online. As part of their internal assessment, various assignments and projects were given, one of which needed them to learn a new EPC skill and document it.

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

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The Faculty plays a major role in the planning and organisation of academic and co-curricular programmes and activities through various Committees i.e. each Committee handles responsibilities with freedom and creativity. 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. Some of the admin staff have displayed remarkable leadership roles and resourcefulness whether it was meeting emergencies or effectively handling the various demands made on them inspite of being small group. They have readily coordinated with the faculty whenever needed in the day-to-day functioning of the Institute

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The institute up to date with the adjustments occurring in the curriculum. The layout of software in phrases of rationale, structure objectives is reviewed Our college has laid emphasis on learner centric strategy engagement such a power point presentation, Discussions etc. college students are stimulated for field trips, community visits and internship programme. student teachers are motivated. They are encouraged to take part in

workshops and community work. Institute has library which maintains books, magazines, Journals etc. we have also created offline helpline. We observe suitable reservation policy as directed by social welfare department. The college maintains transparency in administration. Examination Committee plans and conducts examination as per the directives of the SNDT Women's University. All the rules and regulations related to faculty recruitment are followed as per the guidelines of SNDT Women's University. Qualified faculties are recruited according to the requirement of academic programs.. An open door policy for feedback and prompt grievance redressal is being followed. Personal files of faculties are well maintained. Biometric attendance system ensures regularity and fair assessment.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Admissions The Bachelor of Education Process for applying to the three B.Ed. The Directorate of Higher Educations centralized admission process. The students were chosen based on how well they did in the CET Examination. seats are allotted to each college. The college of a student's choice is determined by merit and the number of seats available. The Institute maintains cordial relationships with schools throughout the state through its practice teaching and internship collaborations. With the SNDT Womens University and the Directorate of Higher Education, healthy relationships are maintained. Due to the COVID19 pandemic this year, the teaching and learning process needed to be done online. During the pandemic, novel teaching strategies were utilized. Lectures were conducted using Google Classroom and zoom classroom. Additionally, live sessions were frequently held using zoom platform. The bandwidth was increased to make it easier for online classes to communicate. The well-stocked library gets more books and journals every year. For safety reasons, CCTV have installed throughout the campus. **Development and Research :** Every year, trainees participate in an Action Research project. The trainees initially concentrate on growing as teachers. For instance, a trainee with poor chalkboard skills must make an intentional effort to improve, document, and report their progress.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.swayamsiddhieducation.info/strategic-plan
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Students are selected for admission to our college's B.Ed. program based on how well they did on the CET exam, which is administered centrally by the government. Students can pay fees in a variety of ways, including cash, check, and debit card, as well as online. gateway students with financial need and merit receive a fee reduction. Students in need can also pay their fees in installments thanks to management. The admissions process is completely open and honest at the college. The college has installed software to improve staff proficiency in ensuring the accuracy of financial transactions. The product assists with keeping up with generally speaking effectiveness Normal inner and outside reviews of yearly books of records is led by outer organization. All financial records are kept in a timely and effective manner by the accounts office. The parent university's guidelines are followed for all faculty recruitment, advancement, retirement, and other policies. The NCTE standards are followed when recruiting qualified faculty members. The staff's service books and documents are properly recorded by the administrative office. The attendance of non-teaching staff and teacher educators is tracked using a biometric system.

File Description	Documents
Link to organogram on the institutional website	https://www.swayamsiddhieducation.info/or
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support

Three/Four of the above

Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

There are many committees at the institution. These committees hold meetings with various agendas to improve faculty and student education and quality. The outcomes that are implemented through these meetings are listed below.

During the academic year, IQAC promoted research and monitored all academic activities.

The following agendas were worked on by

the Academic Committee: curriculum development and formulation of student development plans.

Various seminars, webinars, and workshops are conducted by the research committee, which also analyzes various projects and the research proposal. Students received guidance and counseling from the Placement Committee. Student advisory committee: The representatives of the students were responsible for addressing the issues that the students encountered during the session regarding their registration on an online platform and their use of ICT in these online classes. Cultural committee: responsible for organizing and planning cultural events

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

For both teaching and non-teaching staff, the Institute offers and implements a variety of welfare programs. The institute organizes events for both teaching and non-teaching staff and celebrates various programs. A celebration of Teachers' Day was held, and faculty members were presented with gifts. Advance compensations were paid to the resources for their separate expo festivity. A cake cutting ceremony is held to commemorate the birthdays of both teaching and non-teaching staff members. The employees' well-being and advancement are the centre of every Institute effort. The employees' well-being and advancement are the center of every Institute effort. The college's internet, computer lab, and library are all available to faculty and staff at no cost

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

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

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

0

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

6.3.4 - 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

0

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

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. For the IQAC to review and evaluate, the Teaching Faculty must submit the Performance Based Appraisal Report and all required documents in March. In the months of April and May, the principal writes the evaluation for each administrative staff member. The evaluation must be presented to the principal for her comments and evaluation.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The mechanism for statutory audit at our institute is robust. In order to ensure accurate financial reporting and efficient operations, our internal control mechanism consists of processes and systems. All of the transaction vouchers that are processed during each financial year are checked and verified by account staff

working under qualified statutory auditors hired from outside sources. An elaborate external audit is carried out. The institutional accounts are audited by a statutory auditor to make sure that policies and procedures are followed in a reasonable way and that adequate procedures and processes are in place. The existing internal controls are adequate and efficient. Where applicable, the institution adheres to statutory requirements. It is the responsibility of management to ensure that audit recommendations for the upkeep of a dependable internal control system are implemented in a timely and appropriate manner. The audit team immediately corrects any minor errors they find.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

NIL

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

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The college has an effective system for statutory audit. Our internal control mechanism is made up of processes and systems that are meant to protect the assets of the institution for accurate

financial reporting, efficient operations, and compliance with laws and regulations. The team of employees that work under the qualified statutory auditors, who came from outside sources, checks and verifies every voucher of the transaction that is done in each financial year thoroughly. Similarly, an elaborate external audit is carried out. The institutional accounts are audited by a statutory auditor to make sure that policies and procedures are followed in a reasonable way and that adequate procedures and processes are in place. Inner controls set up are satisfactory and viable. Where applicable, the institution adheres to statutory requirements. It is the responsibility of management to ensure that audit observations and recommendations for the upkeep of a dependable internal control system are implemented in a timely and appropriate manner. When minor errors of omission or commission are discovered by the audit team, they are immediately corrected, and precautions are taken to prevent similar errors from occurring in the future

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

we organized workshops and training programs to prepare faculty members and trainee teachers for the transition. Workshops were held for teacher educators and student teachers on a variety of topics, including the following:• Bloom's taxonomy • classroom management pedagogical skills: All planned and carried out activities were evaluated for their appropriateness and quality control. The execution of campus activities for various celebration days was also approved Micro teaching skills were given due importance and students were given online practice to acquire the skills. Even online presentations were given by student teachers and feedback was given by concern mentors.

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

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

IQAC of our College adopts various strategies of enhancing quality in teaching and learning, as teaching and learning is the core area of the activities of the College. The IQAC has been monitoring the quality of teaching learning process and learning outcomes at periodic intervals during its quarterly online meetings. Academic Calendar is prepared at the beginning of the year which is uploaded on College Website. Time Table is displayed for the students Time table is monitored by lecture Heads of the departments and review is taken in the IQAC meetings. Discussion is held on learning outcomes in various programmes and courses. online co-curricular, extracurricular, and other student activities that are regularly discussed in IQAC meetings with committee conveners. In order to aid in uniformity, it was decided to review the lesson's objective. In order for the student to have a better understanding of the activities, it was felt that worksheets on EPC skills should be prepared.

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

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

6

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

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.swayamsiddhieducation.info
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.swayamsiddhieducation.info
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Internal Quality Assurance System Details a) Submission of Data for AISHE portal Yes

b) Participation in NIRF No

c) ISO certification No d) NBA or any other quality audit No

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

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	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Activities were planned, including giving students an introduction to waste management, from its creation to its disposal. Students were given a task to collect paper or plastic waste from the canteen, and student teachers were given a project to visit a nearby community to raise waste awareness. For making grounds plastic free every one of the items which enveloped by plastic prohibited in campus. Reuse and recycle printed paper with one side, and students are made aware of it. Both biodegradable and non-biodegradable waste can be disposed of in the institution's waste bins. The next plan for the college campus includes recycled water, which is used to water the institute's garden plants.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

One of the above

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

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

None of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The college's campus is clean and green, and sustainable practices and education work together to promote a sustainable environment. Through innovation and education, the institution's mission is to raise public and young students' awareness of environmental issues. College organizes a tree planting program each year on the college campus in support of green landscaping with trees and plants. With the help of the eco club, the college celebrates World Environment Day by holding competitions for students and The plantation program involves planting varieties of plants. By increasing the campus's oxygen level, this program promotes an eco-friendly environment. The college conducts an awareness program for staff, students, and society regarding protecting environment. The security guards and instructors ensure that students enter and exit without making any noise. As a token of gratitude of college is to give plants to every guest.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Two of the above

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

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

During Covid 19, the college distributed face masks and hand sanitizers in Bhiwandi slum areas on July 28, 2020, as part of a community service project

The college organized a virtual event on "Hindi Divas" on September 14, 2020 to deliberate on the importance of Hindi.

Online Yoga workshop was conducted from 07 Sep2021 to 20 Sep 2020 by Mrs Madhuri Gaikwad

College organised a on line workshop entitled " Health is wealth" on 22 Oct 2020. The resource person was Dr. Rekha Rao

The college organized virtual event on "Gandhi Jayanti" on 1st October, 2020

The college organized virtual event on "National Girl Child Day" on January 23, 2021 to raise awareness about the education & rights of girls in the society.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

C. Any 2 of the above

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

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Best practices are those that add to value to human life and support main cause of an institution. Best practice 1

Online Classes and presentations of micro - teaching in the Lockdown Period

The Covid-19 pandemic has forced educational institutions to substitute classroom instruction, and college administrators have decided to continue classes and complete courses for students online during the lockdown.

Objectives:

- To Improve the nature of learning and instructing
 - To motivate student teachers to Work on the productivity and adequacy
 - Further develop openness and time adaptability to connect with students in the educational experience
- Make learning and teaching more efficient and effective through online mode

Best practice 2

Title: Integrated Approach to Student teachers Development

"The ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrolment in an institution of higher education." By Rodger

Objectives:

- Our goal was to get students involved in online activities organized by college . Because of this, the student teachers were engaged, did not feel isolated, developed interests, and formed a connection with their peers, teachers, and the institution that they were unable to physically attend.
- To plan a variety of programs supplemented academic instruction by involving students in creative and co-curricular activities, achieving the goal of integrated development to a greater extent, and providing our student

teachers with an intellectually stimulating, creatively satisfying, and emotionally satisfying experience.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The overall development of the students at our College through instruction, learning, and extracurricular activities is the primary focus and thrust area. Students from a wide range of cultural and socioeconomic backgrounds can thrive in our college.

Both English, Marathi and Hindi are used in the classroom. The Departments implement a variety of student engagement programs. In order to pique their interest in the subject matter, students are encouraged to produce PPT and paper presentations. Mentors provide each student with direction and support. Our institution relies heavily on attendance management and discipline enforcement.

There are a lot of webinars, invited lectures, educational tours, and programs that work together with colleges nearby. Foundation sorts out mindfulness raising projects in regards to the issues of orientation separation, human pride public solidarity, mutual concordance and natural preservation. Students at our college have a fantastic opportunity to learn about social service community work

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File