



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

SWASWAYAM SIDDHI MITRA SANGHS
COLLEGE OF EDUCATION

- Name of the Head of the institution **Dr. Arundhati Chavan**
- 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) **swayamsiddhimitrasangh@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	2.0	2016	05/06/2016	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**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (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**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

1. To ensure the high speed internet connectivity throughout the campus
2. To install CC T,V Cameras in the classroom and office room
3. To Preparation of Academic Calendar
4. To plan and arrange activities for the inclusiveness of the students.
5. To organise students development programme

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
To organise induction Orientation programme for the newly admitted students	The program helped mentors and student teachers develop mutual understanding. The dialogue made the B.Ed. easy to comprehend. curriculum and the significance of this specific course. The students' dedication to a noble profession has been bolstered by this insight instruction.

To install CC T,V Cameras in the classroom and office room	Number of CCTV cameras were less in the classrooms and office room hence CCTV cameras were installed this helped to ensure student teachers security
To Preparation of Academic Calendar	academic calendar was a blue print for planning organizing activities
To plan and arrange activities for the inclusiveness of the students	Various work shop on constructivist learning, cooperative learning was organized for student teachers. Women's day, science day, maths day, Hindi day, Urdu day etc were celebrated. College also organized various functions like welcome to new commers and farewell to old batch. Various competitions were organized for student teachers to recognize their talent.
To organize students development programme	For student development field visits, community activities and life skill workshop were organized Various work shop on constructivist learning , cooperative learning was organized for student teachers. Women's day, science day, maths day, Hindi day, Urdu day etc were celebrated. College also organized various functions like welcome to new commers and farewell to old batch. Various competitions were organized for student teachers to recognize their talent

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	SWASWAYAM SIDDHI MITRA SANGHS COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. Arundhati Chavan
• 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)	swayamsiddhimitrasangh@gmail.com
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• State/UT	MAHARASHTRA
• Pin Code	421302
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• 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				
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• 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				
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Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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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		
• 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)		
<p>1.To ensure the high speed internet connectivity throughout the campus 2.To install CC T,V Cameras in the classroom and office room 3. To Preparation of Academic Calendar 4. To plan and arrange activities for the inclusiveness of the students. 5. To organise students development programme</p>		
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	
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To install CC T,V Cameras in the classroom and office room	Number of CCTV cameras were less in the classrooms and office room hence CCTV cameras were installed this helped to	

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

14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-22	19/01/2023
15. Multidisciplinary / interdisciplinary	
<p>Swayam Siddhi College of Education has always used an interdisciplinary approach because each subject is taught in its own way. Each student acquires knowledge and abilities related to both subjects. The methods and concepts of one subject aid in comprehension of another. Students' skill development is emphasized at college. The educational program is completely designed around the students. In order to comprehend the concepts of both method subjects, college places an emphasis on the acquisition of specific skills. An interdisciplinary approach to education helps students acquire a broader range of reasoning and cognitive strategies as learning outcomes. In education, collaboration between students, teachers, and students and teachers takes place.</p>	
16. Academic bank of credits (ABC):	
<p>Each student's credits earned throughout their education are tracked by the Academic Bank of Credits (ABC), a digital and virtual repository. It will allow students to open accounts and provide them with multiple entry and exit options. During the advanced education residency, "different ways out" and "various sections" will be readily available, and credits will be seamlessly transferred through the ABC. In accordance with the New Education policy, we are working out how to approach the university to implement the academic credit policy. It will increase faculty productivity and assist students in adopting a multidisciplinary approach.</p>	
17. Skill development:	
<p>The goal of our program is to improve teacher educator abilities. The skill development program helps to improve practical skills and keep knowledge current. Through a variety of activities, social responsibility is taught to students. As a result of the emergence of ICT and the impact of Covid 19, they were taught ICT-based new technology, a new method of teaching, new platforms for teaching, and a variety of new applications. Additionally, their technological skills were improved. These training programs require a futuristic approach to education to meet the demands of the highly competitive job market. The New</p>	

Education Policy aims to make India a knowledge superpower by equipping students with the necessary skills and knowledge. Regular training has been provided to students, nonteaching staff, and teaching staff to maintain and enhance their technological abilities. As a result of the institution's role as a teacher-training institution and the skill development process's emphasis on increasing students' inner potential and core competencies.

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

The Indian philosophical way to deal with schooling has been integrated into the B. Ed educational plan. It has changed, from Vedic education to the current educational system. Language and cultural change are covered throughout the curriculum in the syllabus. We have students from a variety of cultural and religious backgrounds, and we teach in multiple languages. As a result, our teachers have taught in English, Hindi, and Marathi in the classroom. We instructed the office to conduct the examination in various dialects. For our classroom training, we have selected schools with English, Hindi, and Marathi as the primary languages. In light of the new policy, we are implementing multicultural and multilingual educational strategies, and our curricula appropriately incorporate the Indian knowledge system.

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

After completing the educator training program, the understudy teacher will actually need to put their knowledge and skills to use in a few areas. They developed their teaching abilities in order to meet the requirements for becoming competent teachers, as stated by the NCTE. As teachers, they developed their personalities. Students are able to select the appropriate methods of presentation that best meet their requirements after investigating the educational program. A number of students submitted applications for teaching positions, were selected, and now teach in high schools, +2 schools, and private schools. They fully participated in the self-directed learning process by putting new ideas to use. They were completely organized in terms of subject matter. In addition, they acquire a number of life skills that will assist them in achieving social success. After completing their education, they become community volunteers. They were able to link theory and practice in a meaningful way.

20.Distance education/online education:

Our college is offering the B. Ed. and M. Ed. degrees in normal mode in accordance with the NCTE's approach. We are considering the suggestions in light of the New NEP instructional strategy.

Extended Profile**2.Student**

2.1	50
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Number of students on roll during the year	
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File Description	Documents
Data Template	View File

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

2.3	9
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Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
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File Description	Documents
Data Template	View File

2.4	48
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Number of outgoing / final year students during the year:	
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File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	48
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File Description	Documents
Data Template	View File

2.6	50
Number of students enrolled during the year	
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	13
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	2
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	
The curriculum is the foundation of every higher education institution. A teaching unit that relies on an affiliated university for its academic and curricular processes is known as an affiliated college. Students are guided for two years of B.Ed.	

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

File Description	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

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

D. Any 2 of the above

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/learning-outcomes
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	NIL

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

0

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

nil

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

0

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

0

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

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

0

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

nil

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.

To succeed in their careers, teachers require a variety of skills, education, and training. In addition, they require exceptional interpersonal skills, such as patience and the capacity to maintain composure in stressful circumstances. They can collaborate effectively with co workers thanks to their collaborative skills. The school firmly believes in providing students with opportunities to acquire and demonstrate a variety of learning-related knowledge, skills, values, and attitudes. The process of paying attention to people's needs, experiences, and feelings and intervening to help them learn specific things and go beyond the given is teacher education. Mediations generally appear as addressing, tuning in, giving data, making sense of some peculiarity an expertise or on the other hand process. The institution provides opportunities for self-development.

- Acquiring new skills to fully realize their intellectual potential
- Developing leadership qualities, self-esteem, and professional ethics through competency-based learning and extracurricular activities, and strengths and talents
- Promoting spiritual growth and modernizing the curriculum both contribute to an improved urban lifestyle.
- Enriching the methods used to achieve the goals of student

teachers

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

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

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 college follows the curriculum in such a way that it gives students a variety of experiences. Students receive professional teaching training through the following methods in order to achieve this goal. The college employs a student-centered approach to education, which places an emphasis on the requirements of the students. Through a variety of activities, including group discussions, lesson plan presentations, and numerous group activities, the staff provides a healthy environment for the teaching and learning process. Micro and Mega lessons, lessons per teaching subject, are used to teach teaching skills. The practice teaching schools' permanent teaching staff interacts with the student teachers. The student teachers participate in all of the school's curricular and extracurricular activities during practice teaching. They also help the school teachers decorate, hold morning assemblies, and plan sports events and other co-curricular activities.

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

Feedback collected, analyzed, action taken and available on website

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

50

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

9

2.1.2.1 - Number of students enrolled from the reserved categories during the year

9

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.

Students are admitted based on merit. The merit list is prepared by the institution following the announcement of the entrance result. Seats are distributed according to the state government's reservation. The college takes every measure possible to determine

the students' level of education. Every session's induction program provides students with guidance and direction. It is held at the start of each new batch. The college's rules and regulations are explained to the students, as well as specific information about the B.Ed. course, system of internal and external examinations, and activities at college. During the first sessions, students' levels of learning are evaluated using brainstorming. Students are also given individual guidance for the competitive exam and other questions about the various modes.

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

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

Six/Five of the above

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

2.2.3 - There are institutional provisions for

One of the above

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

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

1:8

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.

In order to enhance student teachers learning experiences, teachers employ a student-centered approach. The teacher always encourages discussion, quizzes (in some specific subjects), group discussion, project work, and extension lectures to make the teaching-learning process effective. Through preparation activities and games, students participate in a variety of novel approaches to putting their ideas into practice. In order to cultivate a more democratic way of life and work culture

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

0

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

5

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	Three of the above
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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

The faculty's ability to teach and mentor students is supported and enhanced by the college's working environment. For the development of both the faculty and the student teachers, the college provided a working environment that was conducive to their growth. The teaching staff works with the students they teach to develop high-quality teaching methods and to design classroom

settings that encourage all students' academic, social, and personal success. The college does its best to translate teachers' suggestions for positive and remedial measures into tangible success. In order to make learning more effective and efficient, faculty members provide audio visual aids like an LCD projector, OHP, self-prepared study materials. The college strives to improve the facilities and equipment so that faculty members can carry out their responsibilities without difficulty. Participating in team teaching gives students and teachers the chance to observe and experience the teaching procedures

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

Teachers need to work on their professional skills in order to develop professionally. Students are actively involved in the teaching and learning process in life skills education through

innovative and best practices. the methods used to encourage this active participation, such as small group discussions, sports, and brainstorming. The institution emphasizes preparing students for the challenges of society by promoting value education through activities

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 possibl	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)

Ten/All of the above

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

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 situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

Two of the above

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning

Three of the above

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

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

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

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

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

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

Pre-internship and four-month internship programs are scheduled in accordance with the relevant affiliated university's instructions. Students can participate in internships at a variety of private and government-funded schools in Bhiwandi. The lesson plans for

the student teachers are as follows

: 1- Five micro lesson plans for each pedagogy

2- One integrated lesson for each teaching subject.

3-Instruction in a school setting with twelve lessons and two final lessons for each subject. Each subject's final lessons are given in front of an external examiner from the affiliated university.

4 During the internship program, 45 lessons are taught. Various activities like the activity report and action research that the student teachers created for the internship program. Charts, models, and files are all maintained by student teachers separately.

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

50

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

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.

Before teaching in the class, the lesson plans are approved by all faculty members. Lesson plans that have been approved by the school must be provided by the students' teachers. The lessons are also observed by subject teachers from the concerned schools. Teachers of students are encouraged to become better. Consequently, the student teachers received on-the-spot feedback. After the lesson is over, there is discussion with the observers, which provides additional feedback. Comments made in the notebook, the discussion that follows, and self-reflection-based observations are all considered for improvement. for the teachers' comprehensive and ongoing observation and feedback. School mentors regularly observe student teachers. During the internship, WhatsApp updates and supervision took place.

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)

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

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

1

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

5

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

College believes in self-centered, student-centered, and social are the three areas of teachers' development proficiency.

Participating in conferences, workshops, webinars, and seminars to learn about the most recent developments in education is a self-centered development opportunity. The publication of research papers also aids in this kind of growth. Teachers-guided action research that leads to conclusions can also aid in growth.

Focus on the student: Teachers and students always live in different environments. Teachers can fill this void by reaching out to the students' mental levels. Webinars, and a faculty development program were attended by teachers. A social: It's also referred to as reflective. Teachers must constantly consider his actions as a teacher and make any necessary adjustments to accommodate the current circumstance

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

College follows guidelines given by parent university for internal and external assessment The session's academic calendar includes the course's start and end dates, activities planned during the session, and scheduled internal and external exams, among other things. It specified the exam dates at the end of the term. The teachers followed teaching plans for theory and practical, as indicated in the academic calendar and guidelines of the affiliating university. The external exams started according to the university schedule, which was posted on a notice board and sent to the students' Whatsapp group. The students are informed well in advance of any changes

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

One of the above

**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**

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

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

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.

The college created and adhered to an academic calendar in accordance with the guidelines of the affiliating university and

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

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

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.

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

1-In-depth information about the stages of growth from childhood to adolescence

2-Development of ICT-based knowledge and the use of educational technology
3-The significance of language for educators and various language-based skills like reading, writing, and speaking, among others

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

5-Professional skill development 6-Learning assessment and assessment tool preparation

6: Information about the curriculum, knowledge, and various policies.

7. Understanding the Self, Personality Development, and Yoga Awareness;

8. Assessment for learning in Teaching;

9. the Importance of Guidance and Counseling for Students;**10. the Contemporary Education in India**

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

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

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**44**

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 are aware of the criteria for the assessment, exactly what is expected of them, and the requirements for various activities. Student teachers are aware of the assessment preparation process. Throughout the assessment period, they perform to the best of their abilities. Our student teachers have faith in both the teacher's assessment and the assessment method. The institution participates in a variety of socially related activities through discussions, contests for making charts and slogans, rangoli competition etc

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**

<http://www.swayamsiddhieducation.info>

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

07

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

50

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

65

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

65

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.

Blood donation camp organised by college with recognised blood bank specially after covid-19 where shortage of blood found in the Maharashtra.

Vaccination Awareness Drive were conducted in near community with an objective to create awareness towards covid free India.

Covid-19 Vaccination camp were organised with an objective to give Vaccines to every student to protect body from contagious or dangerous diseases like COVID-19 and HPV.

Election Enrolment drive were conducted with an objective to educate students about political things and importance of their vote.

Importance of Girl education drive were conducted in near community with an objective to create awareness towards girl education.

Community awareness activities on promoting women's right with gender sensitive men at Bhiwandi.

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

Five/Six of the above

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

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/library-computer-lab
Any other relevant information	View File

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

450000

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.

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

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.swayamsiddhieducation.info
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

Our institution do not have such facility .

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

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)

59640

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	http://www.swayamsiddhieducation.info
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

2:1

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:

D. 50 MBPS - 250MBPS

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

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)

800000

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	http://www.swayamsiddhieducation.info
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

<p>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 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</p>	<p>Three of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 689 539 757">File Description</th> <th data-bbox="539 689 1439 757">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 757 539 824">Data as per Data Template</td> <td data-bbox="539 757 1439 824">View File</td> </tr> <tr> <td data-bbox="86 824 539 1003">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="539 824 1439 1003">View File</td> </tr> <tr> <td data-bbox="86 1003 539 1144">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="539 1003 1439 1144">View File</td> </tr> <tr> <td data-bbox="86 1144 539 1249">Photographs with date and caption for each initiative</td> <td data-bbox="539 1144 1439 1249">View File</td> </tr> <tr> <td data-bbox="86 1249 539 1317">Any other relevant information</td> <td data-bbox="539 1249 1439 1317">View File</td> </tr> </tbody> </table>	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	
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												
<p>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</p>	<p>Three/Four of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1653 539 1720">File Description</th> <th data-bbox="539 1653 1439 1720">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1720 539 1787">Geo-tagged photographs</td> <td data-bbox="539 1720 1439 1787">View File</td> </tr> <tr> <td data-bbox="86 1787 539 1863">Any other relevant information</td> <td data-bbox="539 1787 1439 1863">View File</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	View File							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	View File												
<p>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</p>	<p>E. None of the above</p>												

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	
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	View File
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).**

2

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

The college entrusts the student representatives with coordinating a variety of activities and responsibilities. They bridge the gap between students, faculty, and the college. At any level, the goal of a student council is to improve leadership skills.

- Working with staff management and fellow students is a responsibility that falls under the purview of the student council as a whole.
- involving as many students as possible in the council's activities * Communicating and consulting with all college students

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

5

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

- **The Alumni Association is operational despite not being registered.**
- **Alumni encourage members to interact with one another**
- **Alumni aid in establishing online connections for all students**

Every meeting, the association reviews the agenda, which aids in meeting the agenda's requirements and provides additional suggestions for enhancing its operation

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 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

None of the above

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

There is an Alumni Association at the college. Positive feedback from the Association has been effective in assisting the college in its growth and development process.

Alumni's contribution to the college's expansion and development.

1 The Alumni Association is operational but not registered.

2 Membership interaction is enhanced by alumni.

3. Alumni aid in the development of student networking networks.

Every meeting, the association provide additional suggestions to improve the organization's operations.

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.

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

The principal has complete autonomy over the day-to-day operations of the college, and college management operates in a democratic and transparent manner. At the same time, the college's management is very interested in receiving regular updates on the college's various initiatives. In addition to these formal meetings, the management interacts regularly and insightfully with the principal, the institution's teaching and nonteaching faculty, and college student teachers. The college's administration lends the college the much-needed guidance, suggestions, and insights in matters of grave concern as well as in educational transaction, technology, and infrastructure facility

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

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 institution's financial, academic, administrative, and other functions are transparent. Annual financial audit is conducted by external auditor. The institute is aware of the curriculum changes that are taking place. Our college has placed an emphasis on learner-centered strategy engagement, which includes things like power point presentations, discussions, and field trips. College

students are encouraged to participate in an internship program, and student teachers are motivated. As directed by the department of social welfare, we adhere to the appropriate reservation policy. The college maintains administration transparency. The SNTD Women's University's instructions are followed when the Examination Committee plans and conducts the examination. The policies of SNTD Women's University are followed in all matters pertaining to faculty recruitment. An open door policy for feedback and prompt grievance resolution are followed, and qualified faculty members are recruited in accordance with academic program requirements. Faculty personal files are well-maintained. The biometric attendance system guarantees regularity and impartial evaluation

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

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

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.

At each stage of the admissions process, the college has a proper online process that covers admission based on category-specific merit lists. 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. Additionally, we offer payment plans for fees. The admissions process is completely open and honest at the college. The college uses software to improve staff members' accuracy in handling financial transactions. Annual books of accounts are subject to regular internal and external audits by the college. The accounts office efficiently stores all financial records. The administration's overall efficiency is maintained thanks to the software. Various departments prepare the budget. In order to improve the college's operation, periodic review meetings are held. The key components of the organizational structure of the college are the various statutory Principal, Teaching faculty and Non-Teaching Staff. It reviews the institutional strategic plan which in turn sets the academic aims and objectives and identifies the financial and recruitment strategies. .

File Description	Documents
Link to organogram on the institutional website	http://www.swayamsiddhieducation.info
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 Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

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.

College forms various committees / bodies / cells and their functions are properly defined, considering the overall development of college. for effective implementation Programme induction, Microteaching skill orientation workshop on constructivist approach, Life skill activities . cooperative learning activities

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 the staff and student teachers, picnics and excursions are planned for relaxation. The college management also organizes free medical check ups to help the faculty maintain a healthy lifestyle. For both teaching and non-teaching staff, the College Management facilitates various welfare measures. Staff receive an interest-free salary advance for festivals. Birthdays of teaching and non teaching staff are celebrated in the institute

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.

Every month, performance is evaluated. The institute also has a biometric system that demonstrates the regularity of the staff, and all teaching and non-teaching employees sign the attendance muster on a regular basis. Additionally, lecture logbooks are updated, facilitating management evaluations of staff performance. Additionally, Google forms are used as a performance parameter

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

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

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)

0

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 institution ensures financial management transparency and has developed strategies for mobilizing resources. The institute follows the external financial audit system frequently. This important aspect looks at financial budgeting and how to use money to its full potential, including how to get resources together. Planning and allocating financial resources follow established processes and procedures.

Mobilization strategies for funds: The College gets most of its money from tuition and other fees like those for the library, lab, and exams, among others. are the majority of their income. The Annual Budget is prepared for efficient budgeting and spending. To ensure timely and cost-effective procurement, the Purchase committee regularly meets for bulk purchases.

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

The quality assurance strategies are as FOLLOWS:

1. Organization of online conferences and webinars on quality related themes and promotion of quality.
 2. Preparation of Strategic Plans to promote quality improvements in academics.
 3. Documentation of the various programmes/activities/events to record the continuous improvements.
 4. Inculcation of research culture in teachers & students.
 5. Increase in the number of online extension activities.
 6. Encouragement of students for participation in Internship.
 7. Conduct of skill development and certificate courses through online mode.
 8. Conduct of Structured feedback mechanism.
- .

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.

Since education is the primary focus of our college's activities, IQAC employs a variety of methods to improve teaching and learning quality. During its quarterly online meetings, the IQAC has been monitoring the quality of teaching, learning, and learning outcomes on a regular basis.

The following methods are used to review the teaching-learning process:

At the start of the year, an academic calendar is created and posted on the college website. The majority of the department's teachers create and submit a course-by-course teaching plan. The students' time tables are shown to them and shared in their respective WhatsApp groups. The lecture coordinators and department heads keep an eye on the timetable, which is reviewed at IQAC meetings. In a variety of programs and courses, learning outcomes are the subject of discussion. The online co-curricular, extra curricular, and other activities that the college offers to its students are regularly discussed in IQAC meetings with committee chairpersons..

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

4

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

One of the above

quality initiatives with other institution(s)
Participation in NIRF

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	https://www.swayamsiddhieducation.info/copy-of-aqar
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										
<table border="1"> <thead> <tr> <th data-bbox="86 358 539 421">File Description</th> <th data-bbox="539 358 1445 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 539 564">Documentary evidence in support of each selected response</td> <td data-bbox="539 421 1445 564">View File</td> </tr> <tr> <td data-bbox="86 564 539 627">Geo-tagged photographs</td> <td data-bbox="539 564 1445 627">View File</td> </tr> <tr> <td data-bbox="86 627 539 770">Income Expenditure statement highlighting the specific components</td> <td data-bbox="539 627 1445 770">View File</td> </tr> <tr> <td data-bbox="86 770 539 837">Any other relevant information</td> <td data-bbox="539 770 1445 837">View File</td> </tr> </tbody> </table>	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	
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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										
<table border="1"> <thead> <tr> <th data-bbox="86 1106 539 1169">File Description</th> <th data-bbox="539 1106 1445 1169">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1169 539 1312">Income Expenditure statement highlighting the specific components</td> <td data-bbox="539 1169 1445 1312">View File</td> </tr> <tr> <td data-bbox="86 1312 539 1411">Documentary evidence in support of the claim</td> <td data-bbox="539 1312 1445 1411">View File</td> </tr> <tr> <td data-bbox="86 1411 539 1473">Geo-tagged photographs</td> <td data-bbox="539 1411 1445 1473">View File</td> </tr> <tr> <td data-bbox="86 1473 539 1541">Any other relevant information</td> <td data-bbox="539 1473 1445 1541">View File</td> </tr> </tbody> </table>	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	
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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										
<p>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</p>											
<p>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</p>											

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
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

Three 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

The institution is making efforts to create an environment that is welcoming to everyone and respectful of cultural, regional, linguistic, communal, socioeconomic, and other diversity. organizing and celebrating various national and international holidays to promote awareness among student teachers and other communities, as well as to create an environment that is healthy and eco-friendly. Within the college, various cultural and sporting events were coordinated in harmony with one another.

Days of remembrance like: 1) Women's Day; 2) Yoga Day; 3) Navratri celebrations; 4) College holidays. It fosters positive interactions between people from various cultural backgrounds. The institute has a code of ethics for students and a separate code of conduct for teachers and other employees that must be adhered to by all employees, regardless of their cultural, regional, community, socioeconomic, or other differences

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

D. Any 1 of the above

Code of Conduct are organized	
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

1 PITS PROGRAMME

To teach student teachers to comprehend using a practical approach and experiential learning. To improve student teachers' abilities to use their knowledge to face and solve real-world problems. To enhance student teachers' decision-making skill

Activities of all kinds, including Invited Talks, Role Play, Quiz, exhibitions, Cultural representations, various competitions Essay Writing, Elocution, Innovative Concept Presentation, and action research, among other To sustain Student teachers and teaching staff's motivation was difficult task.

2 MODEL LEARNING

Model learning strategies are enablers because they assist student teachers in envisioning possible and desirable outcomes. Explicit what it is they are going to be modelling and why it is important They broke the skill down into steps various steps. They

presented them how to do each step by physically doing it. They questioned student teachers about why they are doing it that way, so they develop an understanding. common mistakes and misconceptions were pointed out. Examples of excellent work were demonstrated. It gave them better understanding of pedagogical competencies and skills. Writing lesson plan was difficult task for student teachers.

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

It employs a gender-sensitive pedagogy and places women's empowerment at the forefront. The college has a long tradition of supporting women's empowerment and encouraging all women to reach their full potential. Students are encouraged to alter behaviors that hinder academic performance by the pedagogy (for example. lack of self-assurance and anxiety about speaking in class) An extensive outreach program at the college encourages female students to lead initiatives addressing a variety of issues, including education, health, the environment, and others, in order to foster civic responsibility. lectures on a variety of topics, including values, action research, the impact of women's roles during the freedom fighters, and other topics. In accordance with the college's vision, numerous community outreach activities are carried out to educate students about the importance of civic duty and to raise awareness. Students are encouraged to participate in programs that promote environmental consciousness, such as campus plantation drives,. The college provides students with opportunities to participate in extracurricular activities in addition to placing an emphasis on curriculum transaction. Debates, slogan competitions, musical and dance performances, teaching aids exhibitions, food festival, and other activities are organized by the college's various activities groups

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