YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution
S.N.D.T.Collge of Education, Pune.

- Name of the Head of the institution
  Dr.Nalini Pitambar Patil

- Designation
  Principal

- Does the institution function from its own campus?
  Yes

- Alternate phone No.
  02025433416

- Mobile No:
  9422286034

- Registered e-mail ID (Principal)
  office@educationcollegepune.sndt.ac.in

- Alternate Email ID
  educationcollegepune@sndt.ac.in

- Address
  Maharshi Karve Vidya Vihar, Karve Road.

- City/Town
  Pune

- State/UT
  Maharashtra

- Pin Code
  411038

2.Institutional status

- Teacher Education/ Special Education/Physical Education:
  Teacher Education

- Type of Institution
  Women

- Location **Urban**

- Financial Status **UGC 2f and 12(B)**

- Name of the Affiliating University **S.N.D.T.Women's University, Mumbai.**

- Name of the IQAC Co-ordinator/Director **Dr.Neha Deo**

- Phone No. **9822896342**

- Alternate phone No.(IQAC)

- Mobile (IQAC)

- IQAC e-mail address **office@educationcollegepune.sndt.ac.in**

- Alternate e-mail address (IQAC)

3.Website address

sndtiase.ac.in

- Web-link of the AQAR: (Previous Academic Year)

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	83.25	2004	08/01/2004	07/01/2009
Cycle 2	A	3.01	2017	02/05/2017	01/05/2022

6.Date of Establishment of IQAC

04/03/2005

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	NA	NA	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. Conducted Group Reading Activity on each Criterion of NAAC

2. Conducted Reading Activity on NEP 2020 and held discussion on it.

3.Prepared Certificate Courses as per requirements given in the NEP

4. Organised National level, State level Student-led webinars.

5. Organised National level e-content development workshop on e-content development for college teachers, school teachers and student teachers.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
1. To study and discuss NAAC criteria.	Each faculty member studied NAAC criterion and chosen criterion on which they like to work.
4. To organize International Webinar on School Education in Various Countries.	Organised this webinar with our alumni which are staying in various countries and successfully implemented on 20-22 January 2021
5. To develop global competences among student teachers and faculty member	Organised National level three days workshop on e-content development for college teachers, school teachers and student teachers.

13.Whether the AQAR was placed before statutory body?   **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	20/01/2021

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	**S.N.D.T.Collge of Education, Pune.**
• Name of the Head of the institution	**Dr.Nalini Pitambar Patil**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**02025433416**
• Mobile No:	**9422286034**
• Registered e-mail ID (Principal)	**office@educationcollegepune.sndt.ac.in**
• Alternate Email ID	**educationcollegepune@sndt.ac.in**
• Address	**Maharshi Karve Vidya Vihar, Karve Road.**
• City/Town	**Pune**
• State/UT	**Maharashtra**
• Pin Code	**411038**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Women**
• Location	**Urban**
• Financial Status	**UGC 2f and 12(B)**

• Name of the Affiliating University	**S.N.D.T.Women's University, Mumbai.**
• Name of the IQAC Co-ordinator/Director	**Dr.Neha Deo**
• Phone No.	**9822896342**
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	
• IQAC e-mail address	**office@educationcollegepune.sndt.ac.in**
• Alternate e-mail address (IQAC)	
3.Website address	sndtiase.ac.in
• Web-link of the AQAR: (Previous Academic Year)	
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**83.25**	**2004**	**08/01/2004**	**07/01/2009**
Cycle 2	**A**	**3.01**	**2017**	**02/05/2017**	**01/05/2022**

6.Date of Establishment of IQAC	**04/03/2005**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	**NA**	**NA**	**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. Conducted Group Reading Activity on each Criterion of NAAC

2. Conducted Reading Activity on NEP 2020 and held discussion on it.

3.Prepared Certificate Courses as per requirements given in the NEP

4. Organised National level, State level Student-led webinars.

5. Organised National level e-content development workshop on e-content development for college teachers, school teachers and student teachers.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
1. To study and discuss NAAC criteria.	Each faculty member studied NAAC criterion and chosen criterion on which they like to work.
4. To organize International Webinar on School Education in Various Countries.	Organised this webinar with our alumni which are staying in various countries and successfully implemented on 20-22 January 2021
5. To develop global competences among student teachers and faculty member	Organised National level three days workshop on e-content development for college teachers, school teachers and student teachers.

13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	**20/01/2021**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021	**25/01/2022**

15.Multidisciplinary / interdisciplinary

16.Academic bank of credits (ABC):

17.Skill development:

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

19.Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):	
20.Distance education/online education:	

Extended Profile

1.Student

2.1 Number of students on roll during the year	**110**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**136**

File Description	Documents
Data Template	[View File](#)

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**53**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**78**

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**52**

File Description	Documents
Data Template	[View File](#)

2.6	**110**
Number of students enrolled during the year	

File Description	Documents
Data Template	[View File](#)

2.Institution

4.1	**663720.80**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	**23**
Total number of computers on campus for academic purposes	

3.Teacher

5.1	**9**
Number of full-time teachers during the year:	

File Description	Documents
Data Template	[View File](#)
Data Template	No File Uploaded

5.2	**9**
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

S.N.D.T College of Education is a constituent college of S.N.D.T Women's University. The curriculum is framed at the University level. Our staff members actively participate in the BOS committee which takes the decision related to the curriculum framing & revising. The B. Ed. syllabus has been revised in 2015-2017. At that time the B.Ed. & M.Ed. programme changed to two years from previous one year duration. In the academic year 2020-2021it again changed to yearly pattern from semester pattern.The change is done due to the delayed government admission procedure. Due to which it was affecting on the availability of the practice teaching schools.

Such a change in the B.Ed. curriculum was demanded by the students as well as teachers & principals of the schools in the meeting held for curriculum planning & suggestions. Now it has become much easier to make available the schools for practice teaching.

The changed syllabus has fivemonths internship which is also a positive change done in the curriculum, which is beneficial for the enhancement of professional development in the student teachers.

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	No File Uploaded
Any other relevant information	No File Uploaded

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	A. All 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	No File Uploaded
Any other relevant information	No File Uploaded

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	**A. All 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	http://sndtiase.ac.in/wp-content/uploads/B.Ed-outcomes.pdf, http://sndtiase.ac.in/wp-content/uploads/2022/03/M.Ed_.-program-objectives-and-outcome.pdf
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	No File Uploaded
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

7

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

2

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

2

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	**No File Uploaded**

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

50

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

50

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	**No File Uploaded**

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	**Two of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	**No File Uploaded**
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

17

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

17

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)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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.

A fundamental, procedural knowledge, capability to extrapolate and skills level from our curriculum the syllabus course of B. Ed and M. Ed in our course curriculum design has been modified with the following capabilities in mind. Contemporary India and Education and M. Ed course History and philosophical perspective of Education from this syllabus subject Democratic values, Equality, brotherhood, common welfare, justice, Democracy and education concepts of freedom and discipline concept of social stratification education and its impact on social stratification. education and social mobility National Integration concept of International understanding and education as an effective agent of International understanding.Education and multiculturalism, Four pillars and New panchsheel , Universalization of school Education, Right to education, Equality of Educational opportunity also through M. Ed level History and Philosophical perspective of education

The above said all the thing are reflected in the subject "Development of Education in India".

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

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

The B.Ed. & M.Ed. curricula primarily focus on the secondary Education.

The B.Ed. Course no. 2008 --Assessment for Learning, Subject Education I & II& M.Ed. Course no. 3501- Perspectives in Secondary & Senior secondary Education include the content knowledge regarding development of School System, Functioning of various Boards of School Education, Norms of Secondary School,

The B.Ed. CourseNo. 2008-Assessment for Learning & M.Ed. course 3501& 4501-Assessment & Evaluation at Secondary & Sr. secondary Education includes the content knowledge regarding Assessment system at secondary level.

B.Ed. course 1002- Contemporary India & Education gives input of International Understanding, Education & Multiculturalism, Concept of LPG,& Four pillars of education in Dellor's Commission.

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	No File Uploaded

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 activities in the following subjects make students ready for the professional field.

B.Ed. level -Childhood and Growing Up in this Course:Learner developing Individual concept of growth, Growth and development across various stages, Growth and development of brain and its lifelong impact, Relationship between development and learning

M .Ed. level -Perspectives Research and Issues in Teacher Education in this Course

Module 3 – Developing Effective Professionals

Objectives: Learner will be able to:

? Explain the concept of teacher effectiveness

? Evaluate teacher effectiveness

? Analyze Berliner's stages of development of teacher expertise

? Explain the approaches to teacher development

? Become effective professional

Content - Concept, need and components of teacher effectiveness

- Procedure for evaluating teacher effectiveness: Use of sign system, category system, portfolio assessment, academic performance indicators

- Teacher expertise: Berliner's stages of development of teachers

- Teacher Development: Concept, factors influencing teacher development: Personal and Contextual

- Approaches to teacher development: Self-directed, cooperative or collegial, change-oriented

- Concept and characteristics of a profession

- Professional ethics and code of conduct for teachers

Module 4 – Research and development in Teacher Education

B.Ed and M.Ed Intership,Enhancing Professional capacities,skills deveolopment program, Practice lesson.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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	**All of the above**

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

`121`

2.1.1.1 - Number of students enrolled during the year

`B.Ed 1 year 52 ,M.Ed 1 year 26 B.Ed. 2 year 33 ,M.Ed 2nd year 10`

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

`53`

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

`53`

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

o

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.

The institution assesses the learning levels of the students and organizes special programmes for low achiever and advanced learners. The college admits students from various socio-economic backgrounds. The college conducts every possible measure to assess

the learning levels of its students. The students are counseled, guided, and oriented at the time of admission to make them aware of the mode of internal assessment, curricular and co-curricular activities, rules, and regulations of the S.N.D.T.Women's University as well as facilities available in the college. At the beginning of the academic year, the college organizes an orientation program and inaugural program. At that time students introduce themselves. The college organizes subject-wise content tests then conducts a content enrichment program for low and advanced learners. The list of courses, curricular and co-curricular activities, rules and regulations, facilities available, etc are published in the college prospectus which is provided to the students before the beginning of academic sessions. At the beginning of each course, teachers assess the learning levels of the students in the class, their knowledge about the course, and accordingly, special programs for advanced learners and low achievers are planned. Students are required to select course subjects based on their core competence, aptitude, and skills. All teachers counsel the students regarding the scope of different courses being offered as well as provide guidance in relation to the student's aptitude and competence. Remedial classes are conducted for advanced and slow learners. After the completion of the syllabus, subject classes are also repeated for slow learners and late admissions. Opportunity is also given to the students for changing their options if they are not able to cope with the courses they selected. Teachers remain available in the college to clear the doubts and counsel the students even on a one-to-one basis. Advanced learners are encouraged to become class mentors. College gives exposure through the organization of various webinars, workshops, and day celebration programs. Experts lectures and visits to different special schools and field visits are organized.

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	**All of the above**

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

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 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	**Four of the above**

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	**No File Uploaded**
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1st year -B.Ed 13:1, 2nd year B.Ed 9:1,2nd year M.Ed 1 year -9:1,2nd year M.Ed. 4:1

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.

The S.N.D.T. College of Education always encourages student-centric learning through a multiple modes approach to learning and teaching. Teachers adopt various methods for different courses such as brainstorming, group discussions, role play, cooperative learning teaching, quiz competitions, presentations in seminars and problem solving, and online learning, methodologies. Regular participative activities e.g. group discussions, field visits, seminars, experts lectures are organized in the college and the students actively participate in these activities within and outside the college. Students are given assignments for focusing on self-study and to encourage independent learning. For self-study, systems are available in the college like Library, Reading Room, Computer Lab, ICT based classrooms (Smart Classrooms). Student teachers are trained for Basic Life skills, technological skills, core values, and constitutional Values. The college gives high importance to the allround development of students through extra-curricular, co-curricular, and field-based activities. The objective of student-centered activities outside the classroom is to engage students as much as possible in learning procedures that require more than reading or viewing the material. These activities play an integral role in allowing a switch over from absorption of information while learning during academic sessions and creating a safe space to relax, interact, collaborate, think out of the box, nurture their talents and leadership capabilities.

To increase the concentration in various activities, the college has framed many committees including the Student council, Cultural Committee, Guidance and Career counseling cell, Placement cell. To inculcate human values, ethics, and social responsibility, students are encouraged to participate in different cultural & co-curricular activities.

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

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

8

File Description	Documents
Data as per Data Template	View File
Link to LMS	NA
Any other relevant information	No File Uploaded

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

115

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	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

2.3.4 - ICT support is used by students in	**Five/Six of the above**

various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

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	**No File Uploaded**
Link of resources used	Students use link To Understand Theory paper and Practice teaching History and English lessons of Shital Apet https://meet.google.com/nkj-wvfn-xus https://meet.google.com/nkj-wvfn-xus https://meet.google.com/wze-aton-ycs https://meet.google.com/tnp-krgg-hxz Geography lesson - Rupali paigude & Sujata.Devkule Meeting URL: https://meet.google.com/fcs-pxdh-vjq Theory course https://chat.whatsapp.com/BiKgPhk4luB5cH2aHnefeZ https://chat.whatsapp.com/D7PQlVe0uu8IbJJ06sH6wV https://meet.google.com/hnn-rmgz-mab https://meet.google.com/hcn-evch-hqd https://meet.google.com/smy-zdqv-viv https://meet.google.com/rfe-eawz-eyj https://meet.google.com/zqu-bfiu-gqj https://meet.google.com/gqk-cmvx-wgz https://drive.google.com/drive/folders/1xkAb3WZoz6DwvXj055nEeljYxrNk-YsF?usp=sharing https://youtu.be/v07n4atNwRI https://classroom.google.com/c/NDQwNDc1NDQ2Nzha?cjc=bey2xiq
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

Working in teams

All the faculties in the institute are working in groups. They teach each course, give orientations of practical work, in team. Faculty members sharetheir creative work, thoughts, useful academic information on the WhatsApp group and through face to face interaction.

During lunch break all faculty members discuss the planning of various curricular and co-curricular activities . Planning and organization ofDay celebrations, time table, field visits, and guests for the annual gathering, and speakers for the Women Empowerment Lecture Series. etc. are decided through such discussions. All faculty members take their lunch and tea together. The college celebrates the birthdays of all faculty members.

Dealing with students' diversity

In the class various types of learners are present. According to their learning styles college plan various activities to fulfill the needs of diversified students. Many programs are arranged to deal with the students' diversity. Literary Activity, Presentation, Dharohar program, Mathematics Formulae making workshop, Student led Webinars etc. are the activities arranged to deal with students' diversity.

Conduct of self with colleagues and authorities-

All faculty members behave friendly and respect each other and authorities. Their dress code is always ideal for the teaching profession. Student teachers see how faculty communicate with each other and with the authority,

Keeping oneself abreast with recent developments in education and life-

To keep abreast with recent developments in education and life, faculty acquired various skills of e-learning, e-evaluation. Completed MOOC courses, attended various webinars, workshops. Teachers always encourage, motivate & support students to learn new things.

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	**Five/Six 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

Education for All is one of the goals of the Dakar commission. The role of the teacher is important in the allround development of students.

Teachers organize a number of activities to inculcate various skills, attitudes in student teachers. The college organizes many workshops like content analysis, Value Education, Life Skills, Core Elements, and English communication skills.

To inculcate Life Skills like Self-awareness, Empathy, Critical thinking, information handling, Creative thinking, Reflection, Cooperation, assertiveness, Decision Making conflict resolution, Interpersonal relations Effective communication. etc, college take

efforts by organizing various activities.

Many roles and activities are provided through the content of the subjects like constitutional values, life skills, and core Elements.

Developing Skills through techniques like group discussion, dramatization, Cooperative learning, Roleplay, simulation, and games Co-curricular activities are organized for inculcating empathy training for disaster management.

To develop the skill of Coping with emotions and stress ,Emotional management peogramme is organized.For healthy lifeYoga progamme is organized.

To develop skillslike creativity, problem-solving, brainstorming , teachers give opportunities imany times duringthe teaching learning process.

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)	All 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) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

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

2.4.3 - Competency of effective communication is developed in students

All of the above

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

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 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

All of the above

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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence showing the activities carried out for each of the selected response	[View File](#)
Report of the events organized	[View File](#)
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

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

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

SNDT College of Education had a period of 20 weeks (5 months) of internship and practice lessons for the two year B.Ed. degree course The academic year 2019 - 2021 was divided into four semesters . For this, the students were required to complete their internship programme in the second, third and fourth semesters.

All the teachersgo to different schools for internship programme and get prior permission. Accordingly, student teachers of different subjects are selected in schools. A maximum of four to five girls complete their internship in one school. Many schools and colleges in the vicinity of SNDT College of Education have been in touch for the last several years, so it was convenient to carry out the internship programme. ThePrincipal or a representative from the school attend the meetings in the college.

Due to covid-19, in the academic year 2019-21, onlyone internship was covered in off line mode. These students completed lessons and other tasks using various online applications such as zoom, Google meet, WebEx meet for the remaining two internship sessions.

Information of the internship program is given in the syllabus itself.

All the internees in different schools do their activities under the guidance of school principal or the school co-ordinator.

For M.Ed. students have to complete two months internsip.

In second semester of first year, M.Ed. students have to complete internship of one monthe in any Teacher Education

Institute.(B.ED.or D.Ed.). Here the M.Ed. internee is supposed to get information of all the work that the teachers in the teacher Education Colleges are su[posed to do.

In the fourth semester of second year, the M.Ed. students have to complete their second internship on any secondary-sr. secondary school. Here the M.Ed. internee get knowledge & experience of working of secondary schools.

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

41

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	No File Uploaded
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	Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	No File Uploaded

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

For B.Ed and M.Ed.internship, the Principal of the S.N.D.T.College of Education appoints one teacher as the internship in charge. That in charge teacher monitors the work of all the internees in the different schools with the help of other teachers. During the M.Ed. internship, the college selects one of the internees as the student coordinator (monitor) for that group.

Then the college requests the institute (that institute in which the internship is arranged) to give one teacher as a teacher-coordinator to co-ordinate the internees' work. The Principal or the supervisor of that institute & the teacher coordinator monitorthe internees' work frequently.

Apart from that internees are asked to observe each other's work during the internship period.

For B.Ed. internship, schools are distributed for visit among all faculty members. there are maximum 2-3 schools for visit to each professor. During internship student teachers have to complete their practice lessons along with all activities which are mentioned in the internship booklet. Faculty members visit each school for the purpose of observation of lessons . During their visit they check what the internship activities of the students are completed. For checking their work college has prepared check list. During each visit college professor fill up that check list and report it to the Internship Incharge professor. If student teachers face some problems for conductingother activities,

faculty members discuss with the mentor teacher and supervisor or head master of the school and solve their problems.

Student teachers conduct all these activities under the supervision of mentor school teacher.

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)	**All of the above**

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View File](#)
Two filled in sample observation formats for each of the claimed assessors	**No File Uploaded**
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	**Five of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

9

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

8

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	**No File Uploaded**

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

8

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

8	

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	[View File](#)

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

All the teachers strictly follow professional ethics & always put forth efforts to keep themselves updated professionally.

1) Teachers attend Education, Teacher Education, Research & NAAC related seminars, conferences & workshops to acquire current knowledge.

2) Teachers make maximum use of the internet and get updated knowledge.

3)Teachers undergo orientation, refresher courses & FDP to keep them abreast with the current knowledge.

4) For technology up-gradation, teachers attended a number of online workshops to get training& started using recent technology in their teaching-learning process.

5) After the introduction of any new policy the college organizes in-house discussion. The University also actively involves the teachers in discussion sessions. The College organized a number of discussion sessions on the new format of AQAR, & New Education Policy draft 2019 & New Education Policy document 2020 & carried out brainstorming on the future changes required to be done.

6) Expert lectures are organized to get acquainted with the current changes.

7) Sharing knowledge in Staff Academy is the specific activity of thecollege. In the staff academy, all the teachers share the knowledge they are having related to their own subject of mastery or of great interest.

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

The S.N.D.T.College of Education being, a constituent College of the S.N.D.T.Women's University, Mumbai, is obliged to implement all directives of the University regarding continuous internal evaluation.

In the B.Ed. syllabus, 50% weightage is given to practical work. This internal practical work is related to different types of EPC and practice teaching.

For M.Ed., each theory course, 50% marks are given for internal work. In the internal work, threeto five assignments are to be completed for each paper.

The College adheres to the factor of student attendance in all assessments, The schedule for Class Tests/Assignments is notified on the notice board.

Both the B.Ed. & M.Ed sections have a Monitoring Committee that verifies the internal assessment data of the students before uploading it on the examination portal. Students' discrepancies or grievances, if any, are assessed and resolved by department internal Assessment Data was uploaded on the University Portal and displayed on College Website with complete regularity and efficiency. It was kept open for Student Grievances and Redressal. The College has a system of Student Feedback, which facilitates effective implementation of evaluation processes. Internal Assessment Data are available online under the Tab Students Information System on the University Website.

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

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	View File

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

The SNDT College of Education, Pune has College Student Grievance redressal Committee constituted under UGC Regulations, 2018. It is working to realize the primary needs of students and staff and secure civil liberties for everybody. The Student Grievance redressal Committee is intended to find solutions for problems like sexual harassment-any kind of physical or mental harassment and complaints regarding teaching and management.

The function of the cell is to look into the complaints lodged by any student of the college and judge its merit. The cell is also empowered to look into matters of harassment. Anyone with a

genuine grievance may approach the department members in person, or in consultation with the officer in charge students' Grievance Cell.

In case the person is unwilling to appear in self, grievance may be dropped in writing at suggestion box. Grievance may also be sent through e-mails to the member/office in charge of students' Grievance Cell.

The cases are attended promptly on receipt of written grievance from the students

The cell formally reviews all cases and prepares statistical reports about the number of cases received.

The cell gives informationto the authority about the cases attended to and the number of pending cases, if any, which require direction and guidance from the higher authority.

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.

S.N.D.T. College of Education Pune is a Constituent College of the S.N.D.T.Women's University, the circular regarding the terms & holidays is circulated in advance on the basis that the college prepares the academic calendar in advance for both the programs B.Ed. & M.Ed. In the academic calendar, the college plans different activities- co-curricular and day celebrations. S.N.D.T.Women's University, Mumbai. Examinations and other related matters are strictly adhered to by the College and followed in letter and spirit. The College carried out the instructions of the University related to online examinations smoothly and efficiently. University Online Practical and semester exams instruction displayed Notice Board for students. Stakeholders are informed about all the norms and directives received from the University through the College notice board, what's app groups. Rules and regulations regarding examinations and academic calendars are further explained at the Orientation Program

organized by the College. All directions received from the University regarding Academic Calendar and Conduct of Examinations is communicated to the Faculty through a Group of students and is also uploaded on the College Website and College Notice Boards. The directives of the University pertaining to these are informed and discussed by the Principal in the Staff meeting.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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.

1. To Acquire conceptual tools of sociological analysis Student teachers are able to discuss tools of sociological and hands-on experience of engaging with diverse communities, children and schools analysis and hands on experience with special schools childerns as well as normal schools during internships 2. To Apply knowledge of various aspects of development of leamer for planning learning experiences Student teachers are able to understand the developmental stages of the leamer and apply that knowledge in their practice teaching 3. To Develop skils regarding various role of teacher in Student teachers develop various skils of teaching. enrich facilitating leaming their content knowledge and professional teaching skills. 4 To Develop a conceptual understanding about issues Student teachers treat all students equally, give of diversity, inequality and marginalization in Indian society and the implications for education opportunity to all students by considering diversity, inequality and marginalization. Student teachers are able to apply constructivist principles during practice teaching and internship. Use cooperative methods and techniques in teaching learning process To Apply constructivist and cooperative learning principles for teaching-leaming process 5. |Student teachers are able to understand various types of curriculum such as State curriculum, ICSC and CBSC and relate their content with State curriculum. 6. To Analyze contexts and the relationship between school curriculum, policy and learming To Apply knowledge of the cultures, policies and practices that need to create an inclusive school Student teachers are able to apply knowledge of various

cultures, policies and practices that need to create an inclusive school. 7 Student teachers prepare PPT with use of ICT To Use information and communication techno0EY knowledge and able to make their teaching learnng for enhancing learning-teaching process 8. process more effective. Student teachers are able to prepare short drama script, 9 To Use drama and art for development or personauydevelop stage daring, develop confidence, develop stage of leamers acting10. To Relate knowledge about gender, school and society with leaming Student teachers follow gender equality in the class, and in the society too. Student teachers apply new trends in education in their 11. To Acquire basic understanding about new trends in teaching- learning and evaluation. For example constructivist principles, cooperative learning methodology, principles of brain based learning. education Student teachers show punctuality, neatness, dedication, 12. To develop professional attitude towards teaching empathy towards teaching professiontudent teachers show punctuality, neatness, dedication, empathy towards teaching profession

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	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

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

The complete academic calendar & practice teaching as well as the internship of both B.Ed. & M.Ed. programmes are planned & implemented as per the PLOs & CLOs.

All the academic activities are based on the PLOs.

The PLOs & CLOs of the B.Ed.& M. Ed.curriculum are related to the teaching profession. So, it is expected that after the completion of the B.Ed. & M.Ed. programme the student-teachers are to be developed as all round teachers.

The objectives &their specifications or the outcomes are related to the three domains. Whether these objectives are attained or not as per the expectations are checked through different ways.

Conceptual understanding is checked through theory examinations.

Application of knowledge is evaluated through application level questions in theory papers & the internal assignments.

The skills related to the different roles of teacher are assessed through their teaching activities like micro teaching, practice teaching & through different activities of internship.

The internal assessment is done by evaluating internal work & assignments. The internal evaluation carries fifty percent weightage of the total evaluation.

The internal work is continuously assessed & the student-teachers are given positive feedback for the improvement. So they are always carefully evaluated monitored so that they will attain the PLOs & CLOs.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

28

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.

In the beginning of the year the college organizes interactive session & induction programme.

In that their detailed introduction is taken. Their interest, expertise & aspirations are also asked.

The college also conducts entry level examination.

Through all these activities their learning needs are identified. Their learning needs are varied as per their I.Q.level, interests, skills & Socioeconomic status.

To cater their needs teachers organize different activities. There is a wide scope in the B.Ed. & M.Ed. curriculum so that teachers get opportunities to address the varied needs of the students.

In the examinations different levels of questions are asked. The students who are not able to write higher order questions they are provided with special guidance, personal attention & practice.

To cater their technological & other skill related needs a number of workshops are organized. Through that they learn a lot.

Most of the students are lagging behind in life skills. The college tries to develop the life skills through activities like workshops, seminars & conferences.

Many student lead activities are also organized through which their confidence, stage daring & leadership qualities are

improved.

In the college all the student activities are evaluated through examination, observations, assignments and the student lead programmes. For that purpose the tools used are -question papers, rating scale, observation check list interviews and rubrics. They give the evidence whether their initially identified needs are catered properly.

The students are asked to prepare their portfolio. That is the most proper evidence, how their needs are catered & how college tries to develop their potential.

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

Nil

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

Government 1 and Specified Undertaking of the Unit trust of India -3

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

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	**No File Uploaded**

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	**Four 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	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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	**Four of the above**

supports

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

25

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	No File Uploaded

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

7

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

10

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	**No File Uploaded**

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

753

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	No File Uploaded
Any other relevant information	No File Uploaded

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

70

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

70

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

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.

Visit to Kamayani Institute

We visited Kamayani Institute on 22nd Feb.2016. This Institute established before 50 years ago with only two mentally retarded students, Now Kamayani Institute extended their work and established Kamayani Vidya Mandir, Kamayani Teachers Training Course, Kamayani Sheltered Workshop and Kamayani Training and Research Institute. All these sister branches are for Mentally Retarded for the age group 6 to 60.

Purpose of the visit :-

The teacher trainees visited the Kamayani institute to understand how the mentally retarded students are taught as well as to realize that the mentally retarded students are a part of our society.

Teacher Trainees observed that all the teachers and responsible persons working over there were behaving with students very tenderly. Students/persons enrolled in that institute learn new things through various activities of theInstitute but the Institutedoesn't want to earn something from their work but theiraim is just to keep them busy and happy. It was rich experience to learn about how to deal with mentally retarded people. We spent a whole day in the Institute. Our Teacher Trainees participated in their various activities and supported their teaching and support staff in conducting activities.

We visited Sanmati Bal Niketan on 28th March 2016. This institute is run by Sindhutai Sapkal , Where she adopts orphan children and treats them as her own children.

Purpose of the Visit :-

Being working in the education field it is important to have social awareness about society and awareness of what is happening in education.

This visit was an inspirational event for students. where the student teachers learned the real meaning of 'social responsibility' Here our Teacher Trainees conducted educational games for the children, narrated stories and spent a full day with them.

Same day we visited ISKON TEMPLE. Iskon Temple is spreading knowledge of ourVaidik Literature. Apart from that, this Institute istaking parallel efforts for education. Runs a school for children whoarebelow poverty level. Here also our Teacher Trainees conducted educationalgames forchildren. This was also a great experience to know as some institutions are working for deprived students.

It is difficult to maintain one's mental and physical health in this hectic life. Even if this is true, the teacher needs to take care of his own mental and physical health, as his health is likely to affect the students. So our P.G.DEPT organised Yoga

Training program 21st Dec.2016 and 7th Jan.2017.

College students participate in various workshops in the field of education. They also contribute to making teachers digitally literate

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

5

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

01

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	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	**Three/Four of the above**

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	No File Uploaded

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 college has very good infrastructure facilities necessary for teaching-learning. College has well maintained independent building.
- There is a huge multipurpose seminar hall on ground floor. Administrative and Accounts office, Principal's cabin and Staffroom are also situated on first floor. There is a small pantry as well as meeting room.
- Students room named "Snehwardhini" surrounded with greenery is in front of college building.
- On second floor, there is a Computer laboratory with 20 computers with internet facility , Smart classroom and Subject classrooms or method rooms of Maths, Hindi, Social Sciences, Marathi and Science. On third floor, there is yoga room, Two M.Ed. classrooms, Psychology laboratory and Science laboratory.
- College is situated in the University campus so that all university facilities are shared and used by the college. The classrooms are white washed and painted periodically and cleaned daily.
- There is a separate floor for Education College Library. There is a good collection of books, journals, maps, pictures, audio-visual collection, theses, reference books. Online databases are available. Library has three separate reading halls
- College has huge playground. Students use sports equipment needed to play outdoor games. There is a Gym cum fitness centre. The college is equipped with adequate facilities for accommodating the needs of students, faculty, and the administrative staff.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

08-01-2026 09:58:39

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

3

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	http://sndtiase.ac.in/wp-content/uploads/2022/02/4.1.2-ICT-Enabled-Classroom.pdf
Any other relevant information	**No File Uploaded**

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

214081.02

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	**No File Uploaded**

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.

- **SLIM21 is multi-user, multi-tasking integrated library management software working either on a single machine or in a client-server multi-platform environment. SLIM21 helps you catalogue books, films, sound recordings, drawings, clippings, articles, reports, letters, pamphlets, serials publications etc. SLIM21 cataloguing adheres to popular international standards.**
- **SLIM works with windows and uses Unicode that means SLIM can handle data in any script, Marathi, Hindi and English.**

- SLIM21 Cataloguing based on AACR2 (Anglo American Cataloguing Rules).
- It catalogues any type of material: · Books · Articles · Slides · Maps · Audio / video · Films cassettes · Texts · Drawings · Clippings · Serial publications · Software · Standards and many more.
- The cards are available in the standard 5" x 3" size. Unlimited number of added entries (access points) per card are allowed such as title, uniform title, main entry, multiple keywords, place of conference, etc. Any subject classification system can be used. SNDT Women's University uses DDC.
- SLIM Circulation system is based on lending rules that defined by the University. It covers: · Member information · Registration card with member's photograph and barcode ID · User specified code of member ID · Loans and reservations data retrieval by borrower identification. The software also produces different statistical information as required for library management

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://sndt.ac.in/library/
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

- The Libraries databases, e-journals, e-books, and other electronic information resources may be accessed from any computer on the campus or off the campus.
- This connection allows users to access a network or computer remotely via an internet connection or telecommunications.
- Library has access to the digital resources through Knimbus. mLibrary is a cloud-based platform that enables a complete digital transformation of any Academic, Corporate or Government Institutional Library.
- The platform with its single sign on, modern interface and easy navigation enables our users to access thousands of e-Resources from anywhere, anytime and on any device. It provides Libraries tools like Universal Search, Off-Campus Access, Analytics and Librarian Dashboard in an integrated

Cloud Platform for a unified experience.

- **The mLibrary provides a unified experience through deep integrations with MS Teams, Koha, OPAC and software like Copyleaks Anti-Plagiarism. Users can access the entire collection of subscribed eResources, open access content and institutional documents through their desktop or mobile app.This truly makes Knimbus a one-stop shop for all library needs.**

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	**No File Uploaded**

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	**All of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	**No File Uploaded**

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

41.1

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

525

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://sndtiase.ac.in/wp-content/uploads/2022/02/4.2.5-SLIM-PerDayUsageScreenshots-for-Website.pdf
Any other relevant information	No File Uploaded

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	Two of the above

as gifts to College

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

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 college has well equiped computer laboratory setup. Apart from it institutes has provided computer centers for general purposes and learning during extra hours.**
- **This includes Internet Facilities available through leased line and Wi-Fi for providing continuous and uninterrupted internet connectivity to students and faculty members.**
- **These facilities are also available to students beyond college hours for preparation of seminars & projects and research-orientated work.**
- **The entire college building including the hostels is Wi-Fi enabled and students can access the internet on their laptops round the clock.**
- **There is one internet centre in the library, which is highly used for searching of Databases. Students get assistance in case of difficulty in searching. College has equipped with leased line of 25 mbps speed and one more stand by internet fibre optics speed up to 20 mbps speed.**

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

6:1

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	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**E. < 50 MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	**No File Uploaded**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	**No File Uploaded**
Any other relevant Information	**No File Uploaded**

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	https://www.youtube.com/channel/UCH_i-pN-_iK3229WYoKsHsA
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/channel/UCH_i-pN-_iK3229WYoKsHsA
Any other relevant information	**No File Uploaded**

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)

3.24752

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	**No File Uploaded**

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

Classrooms: The College has well-furnished classrooms, of which 3 are ICT enabled ,and two LCDs which are not fixed in any room so that can be used in any classroom where it is needed. These rooms are utilized for conducting lectures and other academic activities such as group discussions, presentations, seminars, workshops, role plays, etc. College also has open air auditorium.

The College has Science Lab, Psychology Lab., Computer Lab . Computer maintenance through AMC is done regularly. Non-repairable

systems are disposed of. The institution takes much care of the smart classrooms and provides maintenance whenever there is a demand. Also there are computers in library, College office, staff Room, method rooms, and the cabins of Principal . All these machines are optimally utilized for academic, administrative and examination related work. Two laptops are provided to staff as and when needed.

Library is partially computerized using Slim21 Software. The institution subscribes to Inflibnet-N-list and other databases. Library has provided online Public Access Catalogue for the optimum utilization of Library resources. Yearly Granthotsav is cancelled due to Covid-19.

The Gymkhana of the college provides a platform to the students for participating in outdoor and indoor sports events. The College has well equipped facilities for indoor games viz. chess, carom etc. It has separate play grounds for the outdoor sports. These grounds are maintained by campus. College has centralise gym facility.

File Description	Documents
Appropriate link(s) on the institutional website	http://sndtiase.ac.in/wp-content/uploads/Maintaining-and-Utilisation-Policy.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different 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	Five fo the above

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

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

Seven/Eight of the above

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

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	**No File Uploaded**

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)	**Two 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	**No File Uploaded**

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
2	44 + 7 = 51

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	No File Uploaded

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).

07

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	No File Uploaded

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

4

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	No File Uploaded

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 has a dynamic Student Council and Student Representatives elected through the transparent procedureas per the instructions given by UGC.Representatives for all Extra-Curricular Activities and Co-Curricular Activities are there. They serve on different committees of the College according to theirdefinedfunctions and role. The College Student Council in consultation with its Faculty Advisor and Faculty Advisory Committee organized major events in the College, such as Orientation Day for the New Entrants at the beginning of the Academic Session, organization of national festivals like Independence Day,Republic day. many motivational day celebrations in remembrance of great heroesof India. and the cultural and sports activities,

This student council member takes great efforts in making our annual gathering a great success. The college has many best practices performed as thetraditions including the Women Empowerment Lecture Series, where student council member plays the role of introducing guests.

In addition tothis College organized NET/SET/CTET/CET orientation program, some State/National/International level workshops, seminars, and conferences there also these member plays an important role in making posters and keeping records of the program.. Last but. not least these members are there for any help needed by anybody. .

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	No File Uploaded

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	No File Uploaded
Any other relevant information	No File Uploaded

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 Alumniof SNDT College of Education, Pune are well-posted in the education field. These members are in contact with other alumni, who are in other states and some areabroad too. Alumni association members along with all other alumni try to help college andpresent students invarious activities.

Some alumni are working as an institution head, if they have any vacancy, they convey this to present students through staff.

Sometimes they organize the programs for the college, which

includesmusic programs, street plays.

Some alumni who are expertsin different subjects help in conducting lectures in the SET/NET/TET orientation program.

Some alumni help the college by conducting lectures when all staff is busy in University confidential work.

In the year 2020-21 the college conducted International Conference on School education in various countries, where all the resource persons were our alumni. This is how Alumni Association is ready to help to college by giving their expertise.

Sometimes we call theman expert for evaluating students' work in various competitions.

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	No File Uploaded

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	Three/Four 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.	**No File Uploaded**

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

2

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	**No File Uploaded**

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

Alumni Association is always ready to help our present students by sharing their knowledge of wisdomwith them. They prove themselves as effective support by motivating students to proceed with different opportunities and be role models for the present student.

Alumni Association people who are working in the education field are the true observers in the society, they observe the changes in new learners and what a future teacher needs to improve and develop some special qualities in them and share this to present students, as and when possible. Sometimes they send some videos or some important information in education filed through whats app, that is conveyed to the students through staff, who are also alumni of this college.

Senior Alumni guide in developing professional characteristics in would-be teachers.

They help in organizing some extracurricular activities which will widen the horizons of present students

They arrange Guest Lectureson Challenging Subjects.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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.

Institute's vision and mission is being translated through effective governance. The college management is headed by the Principal and is involved in coordinating the functions of the college to its logical end. Various committees comprising members of teaching and non teaching faculty are involved in curricular and co curricular affairs and administrative functions of the institution. The heads of the departments / subject education headsare authorized to monitor the routine functions at the departmental level. The administration encourages them and supports them at all levels. The decision taken by them are given due cognizance by the Principal. The leadership qualities and decision making ability are nurtured in Heads of Departments. An environment of equity and democracy is setup to conduct affairs in smooth and satisfactory manner. Institute's vision and mission itself describe the nature of governance, and accordingly prepares perspective plans. To implement these perspective plans various committees are formed. Teachers, studets,nonteaching staff and alumni are the part of these committes.

Vision of the S.N.D.T. College of Education, Pune is

To develop empowered, creative, constructivist women teachers enlightened with global educational trends.

Mission of the S.N.D.T. College of Education Pune, is

Creating conducive learning environment of innovation and research through constructivist teaching learning.

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	No File Uploaded
Any other relevant information	No File Uploaded

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 SNDT College of Education is one of the constituent colleges of the SNDT Women's university, Mumbai. The University gives sufficient freedom to the Principal, who is the academic head of the institution to function in order to fulfill the vision and mission of the institution. Academic responsibilities are fairly divided among all the staff members. Committees are appointed for the various academic and co- curricular activities to be conducted in the course of the academic year. The list of committees is displayed at the beginning of the year on the staff notice-board. This ensures transparency in policy execution. The responsibilities are communicated to the faculty members through regular staff meetings. The Principal of the College holds regular meetings with the teaching and non-teaching staff. In these meetings, various issues are taken up for discussion before arriving at a final decision. The Heads of Departments monitor the functioning of the various departments. The participative decision- making ensures total participation of all the people concerned. The office administration of the College is headed by the senior clerk. Under him there is assistant staff -accountant & assistant clerk. Apart from that there is other Class IV Staff. Thus, the decentralization of departments and personnel of the institution helps in improving the quality of its educational provisions. Participative management: The Administration is always open to discussion with the teaching and nonteaching staff which,

in turn, encourages the involvement of the staff for the improvement of effectiveness and efficiency of the institutional process.

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.

1.The institution always keeps transparency in its administrative work.

2.The College is a constituent college of The S.N.D.T. Women's University & is a government aides=d College. So all the rules & regulations & decisions of the Government & the University are mandatory to the college.

3.All the government, UGC & University circulars are immediately circulated to the concern persons. All the curriculum transaction, academic, administrative decisions are taken in the staff meetings.

4.The Notices are displayed on notice boards & circulated through students' groups.

5.Examination related notices declared by the university Examination department are immediately bring to the notice of the students.

6.Financial requirements are discussed in the finance committee & for purchasing quotations are called & least rated quotation is accepted. All these work is kept completely transparent.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

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

The Institution has its strategic plan.The strategic plan focuses on the points for improvement.

The institutue tries to work on the path directed in its plan.

Some of the objectives of the stategic plan are as follows.

1. Quality enhancement and improved teaching-learning environment.

2. Enhancement of student support systems.

3. Improved student success rate.

4. To be more innovative, industry-relevant in curriculum design and be more creative in academic delivery; with a

strong emphasis on effective integration of technology in the teaching-learning process.

4. The teacher to be more of a facilitator and mentor than just a full time tutor.

5. To establish a research facilities and to nurture and develop research culture among the students and staff.

6. Life skills will be an integral part in curriculum development and delivery.

7. To emphasize on multi-dimensional evaluation of student learning and to enable that student learning outcomes match with their employers expectations.

All the staff members are involved in the process of strategic

planning and the institute works on the decided strategies to achieve its objectives.

As our strategy is teacher's roleshould be a facilitator more than teacher, to follow this strategy this year college has organised Student led Conferences through that we gave exposure to students' various attributes.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://sndtiase.ac.in/college/#tab-93ab3d0b5562e0338b0
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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.

Our College is governed by S.N.D.T. Women's University, Mumbai However, the administration of S.N.D.T.College of Education, Pune is the responsibility of the Principal who is directly accountable to the S.N.D.T.Women's University, Mumbai. The Principal is involved in overlooking the implementation of plans of the College. The Principal ensures that regular day to day operations are properly conducted, through feedback from conveners', teaching and non teaching staff. The heads of different committees & departments execute the decisions made by the principal. The committees are formed at the beginning of the year and are assigned the tasks according to the institutional plans, for the curricular activities that enhance overall development of students. Administrative Committees [Examinations, Scholarships, Purchase, Discipline, Sports, Admissions, Library, Hostel, Day Celebration, Lesson planning, Internship etc.] For the smooth conduct of all administrative activities according to requirements of academic bodies and government rules, there are committees headed by senior faculty to guide the function.

In the college academically three sections are working. Those are B.Ed., M.Ed & Ph.D.

All the three sections are guided by three senior most faculties.They give directions & guidance to all the other staff members & carry out the function smoothly.

File Description	Documents
Link to organogram on the institutional website	http://sndtiase.ac.in/college/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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.

IQAC of the college decided to organize Research Methodology FDP for faculty of the college. Matter is discussed in the satff meeting of 12 August 2020 and 21 August 2020.Resoruce persons of this workshop were identified in the MEETING OF 1stMarch2021. Further discussion was held on WhatsApp and actual course was conducted on 19 July to 25 July 2021.

Eight faculty members alongwith few Ph.D. students attended this workshop. This workshop was interactive. By taking motivation from Resource persons and by understanding the guidelines of presenting the proposal few staff members preparedtheir Research proposals and sent to ICSSR. One got sanctioned.

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	**No File Uploaded**

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

Being the conducted college of SNDT Women's University & being a Government aided college, the college offers the following welfare schemes for all its employees.

Summer ,Diwali & Chitsmas vacations to both teaching and non-teaching staff. & all the Government holodays declared by the Government.The order is issued by the University, which is strictly followed by the college.

Maternity (180 days) and paternity (15 days) leave facility is given to the employees.

General Provident fund and DCPS schemes are given for the employees of the college.

Medical Insurance facility for the employees of the college is also given.

Casual leave of 15 days for the employees. All the other leave facilities are in place-half pay leave, without pay leave, sabbatical leave., Leave for pursuing Ph.D.etc.

Teaching & non-teaching members can join the society & take the benefit.

Festival advance facility is also provided to the employees.

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	No File Uploaded

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	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

For Teaching- 5

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	No File Uploaded
Any other relevant information	No File Uploaded

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

8

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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 institution systematically executes the performance Appraisal system every year in consistent manner.

As the institution is a constituent college of The S.N.D.T. Women's university, The university sends its confidential reports for each & every teaching & nonteacjhing staff member to be filled in the month of March.

In that the employees haveto write theirbasic information & then self appraisal in that form.

The Principal checks it & reprts it to the reviewing officer of the university.

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	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

The college accounts are audited for each financial year and the general audit report is received and submitted to the Governing Council for approval in the annual general body meeting. The income and the expenditure accounts and balance sheet are internally audited by the Chartered Accountant of the University. External and Statutory audits are done by Chartered Accountants, nominated by the University. They conduct the audit in accordance with auditing standards generally accepted in India to find out the fairness and trueness of the accounts

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	No File Uploaded
Any other relevant information	No File Uploaded

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

0.45 Lakhs

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	**No File Uploaded**
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	**No File Uploaded**

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 is a part of SNDT Women's University, so all the financial decisions are controlled by the University finance Department which is headed by Finance Officer.

Funds to be allotted for the institution go through the exercise of forming annual budget as per requirement. The same is being discussed with chief Accounts Officer / Financial Advisor for allotment of funds under different heads. The allotments are made to institution throughout financial year through the application of Budget Evaluation and Management System .Optimum end use of the funds is made as per the rules and regulations and is subjected to audit by the government Within the institution funds are mobilized out of a specific percentage of the fee collected from the students. These funds are grouped under heading "Local Funds". These funds are utilized for the benefit of students and for meeting other minor expenses of the college. To ensure the optimum end use of these funds college development and purchasing committees are framed.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

In order to enhance the quality of the institution in all spheres, various quality assurance strategies initiated by The IQAC of the

institution are as under: All the faculty members are encouraged and supported to participate in Orientation, refresher courses, Workshops, Seminars and conferences related to the teacher-learning process and research. Teachers are also supported and encouraged to participate in examination evaluation processes. The IQAC also provides guidelines, internet access and verification processes for the students to get the post- Matric scholarships. The college also provides platform for the students to participate in Intra- College and Inter -College level debates, competitions, seminars etc. Several skill enhancement ability courses have been introduced for various subjects and students are free to choose any one as per their will in the respective stream. College has started new courses in music and drama. Regular meetings of IQAC are conducted under the chairmanship of worthy Principal with the fixed agenda and suggestions are taken from all the members of IQAC for improvement and better implementation of curriculum. All the teachers are encouraged to use audio-visual teaching aids, charts, models & advanced technology, LMS etc. for effective teaching-learning processes. Almost all the laboratories are provided with charts, models etc for effective teaching- learning process. LCD's are installed in all the classrooms of the college.

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	No File Uploaded

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.

The institution reviews its teaching-learning process periodically through the discussion & feedback in IQAC meetings.

The second way of reviewing the teaching-learning process is discussed in regular staff meetings. The new policies, new trends, technology development all such points are discussed in the staff meetings. Students' performance, their expectations are considered & peer feedback is given to teachers. the principal also guides to meet students' expectations & to consider the need of the hour. Teachers are encouraged to use technology & social media in their teaching-learning process. Teachers are encouraged to undergo different workshops to learn new technology. Apart from that the principal always remains in touch with all the students & listen to their needs & demands & asks teachers to do necessary changes in their teaching-learning process.

The third way of reviewing the teaching learning process is to get feedback from students through feedback forms. Analysis of feedback of last five years received from students is uploaded on the college website and made related changes in infrastructure, purchased multilingual books for library. According to feedback faculty made their teaching learning process activity based and student centred.Faculty members takefeedback of their teaching-learning work. personally.

In previous years college prepares fedback form and get it filled with hard copy. Since last two academic years college taking fedback of the students with the help of google form.

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

5

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	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://sndtiase.ac.in/iqac/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://sndtiase.ac.in/iqac/
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	**No File Uploaded**

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

The institute has achieved incremental improvements in the following areas.

i) Infrastructure-

BEd and MEd departments are merged together,so the whole two storeyed building is for Teacher Education Program and is spacious.

It has two seminar halls with a capacity of 200 people each. Four classrooms are there for BEd I & II, MEd I& II . 8 method rooms for BEd. Faculty are available separately, 3 separate guidance rooms for MEd faculty, separate office , seperate accounts room,separate Principal cabin with attached Meeting room, separate staffroom, separate IQAC room, seperate Girls' room are available in the building Apart from Computer lab, Science lab, Storage room are available too.

Library building is seperate,.having specious, separate one floor for Teacher Education with facility of reading room. Hostel, canteen, two grounds are available on the shared basis.

The whole campus belongs to S.N.D.T. Women's University so Multipurpose hall, Gym of sister institute are used on a shared basis occasionally.

There are enough benches/ chairs, tables, cupboards for students and faculty. Few chairs are purchased recently.

Twenty computers are available in the computer lab, apart from each faculty have seperate pc in their subject education room with wifi facility. Two computers and two laptops are made available in the staffroom, one computer is available in the IQAC room. Few computers were purchased in this academic year.

The surroundings of the college are environment friendly and spacious.

ii) Development of Global Competencies Among Student Teachers

To inculcate global competencies amongstudent teachers college motivating student teachersto use available ICT resources in their practice teaching. Accordingly, students are using YOUtube videos, collecting academic extra information from various websites, preparing and using ppts fortheir practiceteaching and conducting ICT lessons.

During the pandemic period the college hasorganized a three days workshop on e- content development for student teachers on 22-24 June 2020. In this workshop resource persons introduced attendees to the use of the H5P tool in teaching learning process. Our student teachers of batch 2018-20 are resource persons is the strenght of college.

Using ICT tools students participated in competitions and won the prizes as Best Teaching Performance, e- Content development etc.

Our student teachers Sucharita Mohapadhyay and Suhasini Panganti are National Level Resource persons for Universal Teachers Academy, Pundecharry and conducted workshops for student teachers and faculty members.

Video of Sucharita Mohaoadhyay's video is uploaded on NCERT's website . Through NCERT's platform she conducted one session for teachers.

During the pandemic period student teachers of the college conducted many workshops/ seminars/ conferences and day celebrations online through virtual platforms like ZOOM, G meet, Cisco. Students have learnt how to create Google form, e- posters, e- certificates, e- feedback form, how to share and how to collect responses from participants.

Turn by turn college gave this opportunity and responsibility to most of the students turn by turn.

Through these webinars college inculcates following global competencies among student teachers.

1. Communication skill

2. Preparation of e-content

3. Sharing of e -material

3. BuildIng of confidence to face new technological era

4. Leadership

Brochures of the webinars mentioning dates, webinar link are attached here.

Students conducted their practice leaching lessons online, prepared and shared all intetnal work online through their email.

College student Amrapali Jawale batch (2018-20) completed MOOC course, Aditi Mrudange (Batch 2019-21) completed online course through Coursera, their certificates are attached here.

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.

In the Institution we always use natural light in this way we minimize the use of elecctricity in classrooms.In our collegeas a would be teacher students have a wonderful experience that comes with lot of perks.We have a good practice in our college that students always turn off the lights when it not in use.The less obvious way is to become disciplined and reduce your energy bills and expenses.We have many benifits of saving energy during college times. Students are improvig self discipline.They understand how simple actions and habits can boost their day to day social life.In this way we are protecting the earth and enviornment.They would learn to become a responsible person and a Teacher as well.

We use the stickers near every electric switch board reflecting a massage"SWITCH OFF" When not in use.This is a simple habit that needs to be implemented through lots of practice.

In Computer lab everytime student need to off the switches and the computers as well.In this way we save the energy.

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.

The institution has its stated policy for waste management. For collecting the solid waste from the nook and corner of the campus substantial number of dustbins are installed. Every day SWACHH organizations persons collect the segregated solid degradable & non-degradable waste. Most of the waste collected is biodegradable. The minimal amount is nonbiodegradable. The solid biodegradable waste collected from the parks & from the campus is collected and dumped for decomposition to be used as a source of biofertilizer. During the autumn season, a large quantity of fallen dry leaves is collected and dumped to decompose for manure. All the liquid waste from the washroom, the bathroom is collected into soakage pits through systematic drainage. Zero percent leakage of wastewater is ensured. E-Waste management The college has minimum e-waste. The waste if any is sold to vendors for recycling.

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	**Three of the above**

File Description	Documents
Documentary evidence in support of each selected response	**No File Uploaded**
Geo-tagged photographs	[View File](#)
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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	**Two of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

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

As quoted by Nviro "Ensuring that the college is well maintained is not only conducive to productivity, it also increases the likelihood of attracting more students." Maintaining a clean college environment sets agood examplefor students. It encourages learners to take pride in their university or college, which makes them less likely to drop litter and as such, they will potentially make a bigger effort to maintain their environment. The students are given strict instructions to maintain the campus clean and it is reflected in their handbooks. Several Quotes related to the importance of a clean and green environment are displayed on the campus. A gardener and full-time adequate support staff are appointed for the maintenance of a litter-free clean and Green

Campus. The college appointed two full-time staff for the maintenance of the building. In the period of the pandemic, the building & the campus is sanitized frequently. Toilets are cleaned every day. Sanitizers are kept on each floor. So proper safety & cleanliness measures are taken by the College.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View File](#)
Circulars and relevant policy papers for the claims made	[View File](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View File](#)
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

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

00

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statement on green initiatives, energy and waste management	[View File](#)
Any other relevant information	**No File Uploaded**

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

In B.Ed. curriculum there are two courses which are 1002-Contemporary India & Education and optional course 2203 namely Sustainable Development, which create awareness regarding environment. Assignemnets related to these papers make them informed about locational knowledge and resources. Students undertake different serveys through which they address the local challenges. These serveys are related to segeration of waste and its management.

To create awareness regarding local challenges experts' lectures are arranged. Through expert lectures, awreness is crated forpollution free environment,& sustainable development.In addition to that College showcases documentaries, suggests various videos regarding sustainable develoment and ask them to watch carefully & think.

Also every year college celebrates World Environment Day. Plans various activities to make aware students about environment, gives message of Rduce, Rcycle and Reuse.

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	**C. Any 2 of the above**

organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the 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	**No File Uploaded**
Details of the Monitoring Committee, Professional ethics programmes, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Student led Seminar/ Webinar

The Contents:

Our institution has a deep reverence for the esteemed task of teaching, learning and evaluation. We are constantly aware of our responsibility of making our teaching-learning and evaluation process innovative, creative and constructivist through appropriate application of relevant methods and techniques. Our student led seminar/ webinar is one of these innovative methods, which is used by teacher-educators for student-teachers. Every year we conduct minimum 3 student led seminars.

Goals:

- To develop courage of independent speaking in front of mob among the student-teachers.

To inculcate habit of self learning, searching of material among student teachers.

To developskill of organization of seminar among student teachers.

To develop skill of presentation among student teachers.

- To promote and encourage the skills of team teaching among student-teachers.

- To encourage student-teachers to learn from peers.

Practice:

- Teacher-educators declare theme of seminar, which may be a particular unit from the core or optional courses or any other relevant to syllabus content.

- Sometimes the units from pedagogical courses are also taken.

- The expertise of student teachers is considered while giving topic for the seminar. There are maximum 8-10 students in one group of seminar.

- The teacher educators give topic well in advance one month before and ask student teachers to search material and prepare yourself for presentation with necessary technique.

- The student-teachers are given guidance of presentation and are encouraged to practicefor it.

Also given guidance of making slides for presentation.

Practice of presentation is taken, once or twice before the day of actual presentation.

Instructions are given and changes are suggsted by teacher educatior and peers too.

Every year we arrange 2-3 seminars.

Work is distributed among students according to their strength and capability.

Principal of the college,all faculty membersB.Ed, &M,Ed.both , all students and ' invitee attend he seminar.

In this way we build confidence of presentation among student teachers.

Topics given for Seminar in 2017-18

1. Intelligence and theories of intelligence
2. Various problems of adjustment in adolescent stage
3. Strength of women
4. Varieties in multiplication

Topics given for Seminar in 2018-19

1. Factors affecting on learning
2. Eminent Philosophes and Educationists
3. Peace and need of peace in human life

Topics given for Seminar in 2019-20

1. Women Empowerment(State level)
2. Life Skills

Topics given for Seminar in 2020-21

1. Storis of strength and determination (National Webinar-(National level)
2. Introduction to Vedic mathematics (State level)
3. Peace (State Level)

Evidence of Success:

- Photographs
- Brochure
- Registration forms available on google documents.

Problems encountered and resources required

• No specific problems encountered

• Resources required Books from library, information from internet ,usual teaching aids and particular presentation equipment for eg. LC D. ,Mike,speaker

S.N.D.T. College of Education, Pune

Best Practice of the College for year 2020-21

Literary Activity

Content-

B.Ed. collegestudents are would be teachers, so by knowledge they must be ahead, must know more things than their students. But how do they knowmany things? Extra Reading habit, is a prefect way for being knowledgeable. There is a say that if you will read, you will be alive. (????????????)

Aim of this activity-

1. To inculcate habit of reading in student teachers.
2. To prepare knowledgiable teachers.
3. To develop knowledge enriched, smart and confident would-be teachers.

Process-

B.Ed. Course is of two years fulltime degree course. Throughout two years of B.Ed. course collegeconsistentlyencouragestheir students for extra reading. This becomes regular part of collegeand nowturned this activity as a best practice of college.

On various occasionscollegepurposely organises this event. Ask students to read books on particular topic on particular occasion. Students take theme-basedbooks from library and read it at home.Sometimescollege has conductedthis activity in thereading hall of library. As a proof of book reading, college asks students to write abstract of redden book in the notebook and asks to submit written material. College compiles all these hand written articles and prepares booklet in bound form. Few bound booklets on following themes are available in the college.

1. Dr.BabasahebAmbedkar's thoughts
2. Thoughts of Mahatma Gandhi
3. SardarVallabhbhai Patel
4. Success stories of differently abled

5. Stories ofEmpowered Women

Here mentioning few occasions onthosedays students have read books purposely.

1. VachanPrerana Day
2. Gandhi Jayanti
3. Sanvidhan din
4. SardarVallabhbhai Patel Jayanti

Apart from above mentioned incidences students read light reading books related to content of theory papers. For example, Gender, School & Society, Inclusive Education, ContemporaryIndia and Education, Peace Education, Childhood and Development etc.

To get enriched about the subject, to understand the present true situation College teachershave suggested and insistedto read bookson following areas and collected abstract of redden books. These abstracts are also compiled in the booklet form.

1. Stories of Empowered Women
2. Stories of Differently abledpersonality
3. National Education Policy 2020

Proofs-

1. Bound booklets of redden abstracts.

Problem encountered- Nil

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

7.3 - Institutional Distinctiveness

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

The University towhich the S.N.D.T. College of Education is affiliated is aWomen's University.

The vision of the college is to develop empowered, creative, and constructivist women teachers enlightened with the global educational trends. The college always works in this direction. For that purpose, all activities are oriented towards the vision.

• The college fees are affordable to the middle or lower-middle classes.

• The college takes care of needy students.

• The college gives maximum exposure to the students in outreach activities.

• The college regularly arranges student-led conferences, workshops, seminars competitions. Through that confidence, leadership qualities social skills are developed among students.

• Through various programmes, the college tries to inculcate human values, environmental awareness among the students.

• The college tries to inculcate a research attitude among students by giving them exposure to research-related activities.

• The college is always stepping ahead in introducing new trends in education. We have introduced Computer-assisted teaching, Microteaching, Models of teaching, Brain-based learning, Constructivist teaching-learning, Cooperative learning first time in the syllabus of Education College.

• Women Empowerment Lecture Series is the institute's distinctive activity. During the Navaratri period, the college regularly organizes a lecture series to give certain valuable inputs for the empowerment of girl students. This activity is being implemented since 2004 till date. All these activities are very valuable. distinctive because we are implementing those on women who are still considered as a weaker section of Indian society.

In the year 2020-21 the distinctive activities of the college are the organization of student-led State, National level webinars.

The college has trained the students so well & increased their confidence to such a high extent that they did a very good job as a team, used their technological skills & organized a number of student-led webinars. Each & every activity in the organization is carried out by the students under the guidance of the staff members. They also carried out literary activities in which they read various books & wrote down the essence of that book. They described why they liked the book & gave a presentation on that. So the institute achieved the vision of women empowerment to a considerably high extent.

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