



# **YEARLY STATUS REPORT - 2021-2022**

## **Part A**

### **Data of the Institution**

#### **1.Name of the Institution**

**S.N.D.T. College 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, Near Nal Stop.**
- 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 **Grants-in aid**
- Name of the Affiliating University **S.N.D.T. Women's Univeristy, Mumbai**
- Name of the IQAC Co-ordinator/Director **Dr. Neha Niteen Deo**
- Phone No. **9822896342**
- Alternate phone No.(IQAC) **9423562583**
- Mobile (IQAC) **9822896342**
- IQAC e-mail address **office@educationcollegepune.sndt.ac.in**
- Alternate e-mail address (IQAC) **neha.deo@educationpune.sndt.ac.in**

### 3.Website address

- Web-link of the AQAR: (Previous Academic Year) **[https://assessmentonline.nnaac.gov.in/public/index.php/hei/generateAqar\\_HTML hei/MTgxMzY=](https://assessmentonline.nnaac.gov.in/public/index.php/hei/generateAqar_HTML hei/MTgxMzY=)**

### 4.Whether Academic Calendar prepared during the year?

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: **<http://sndtiase.ac.in/wp-content/uploads/2022/01/B.Ed-21-22-Academic-Calendar.pdf>**

### 5.Accreditation Details

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

### 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/PMMMNMNTT etc.

| Institution/ Department/Faculty | Scheme                        | Funding agency | Year of award with duration | Amount          |
|---------------------------------|-------------------------------|----------------|-----------------------------|-----------------|
| <b>Dr. Meena Aher</b>           | <b>Minor Research Project</b> | <b>ICSSR</b>   | <b>23/03/2021</b>           | <b>72000.00</b> |

**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** **03**

- 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. Research Methodology workshop for faculty. 2. National level ICT workshop for student teachers. 3. Encouraged and guided faculty to send proposal for getting grant from ICSSR. 4. Workshop on Best from Waste on 19 March 2022, in collaboration with S.N.D.T. Women's Arts & Commerce College, Pune 5. Sent proposal to RCI for getting approval for their courses. B.Ed. L.D. & PGDDRM. 6. All faculty members prepared different courses for CHETANA for CBCS

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

| Plan of Action  | Achievements/Outcomes  |
|---|--|
| 1. To organize Research Methodology FDP   | FDP was organised during 19 -24th july 2021.   |
| 2. To organize ICT workshop to improve ICT skills of student teachers.          | IQAC organised National Level ICT workshop on Creation of Educational GIF on 20th February 20220   |
| 3. To create awareness regarding Sustainable Development among student teachers | IQAC organised local level workshop on Best from Waste on 19 March 2022, in collaboration with S.N.D.T. Women's Arts & Commerce College, Pune                                    |
| 4. To start new courses.  | IQAC of the College sent proposal to RCI for getting approval for their courses. B.Ed. (L.D.), PGDDRM.and CHETANA. Got permission for PGDDRM. CHETANA courses are under process. |

**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                       | 13/05/2023         |

**14. Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

|  |   |
|--|---|
| <b>1.Name of the Institution</b>                           | <b>S.N.D.T. College of Education,Pune</b>                         |
| • Name of the Head of the institution                      | <b>Dr. Nalini Pitambar Patil</b>                                  |
| • Designation  | <b>Principal</b>  |
| • Does the institution function from its own campus?       | <b>Yes</b>  |
| • Alternate phone No.                                      | <b>02025433416</b>  |
| • Mobile No:   | <b>9422286034</b>   |
| • Registered e-mail ID (Principal)                         | <b>office@educationcollegepune.sndt.ac.in</b>                     |
| • Alternate Email ID                                       | <b>educationcollegepune@sndt.ac.in</b>                            |
| • Address  | <b>Maharshi Karve Vidya Vihar,<br/>Karve Road, Near Nal Stop.</b> |
| • City/Town  | <b>Pune</b>   |
| • State/UT   | <b>Maharashtra</b>  |
| • Pin Code   | <b>411038</b>   |
| <b>2.Institutional status</b>                              |   |
| • Teacher Education/ Special Education/Physical Education: | <b>Teacher Education</b>  |
| • Type of Institution                                      | <b>Women</b>  |
| • Location   | <b>Urban</b>  |
| • Financial Status   | <b>Grants-in aid</b>  |

|  |   |       |                       |               |             |
|--|---|-------|-----------------------|---------------|-------------|
| • Name of the Affiliating University   | S.N.D.T. Women's Univeristy, Mumbai   |       |                       |               |             |
| • Name of the IQAC Co-ordinator/Director   | Dr. Neha Niteen Deo   |       |                       |               |             |
| • Phone No.  | 9822896342  |       |                       |               |             |
| • Alternate phone No.(IQAC)  | 9423562583  |       |                       |               |             |
| • Mobile (IQAC)  | 9822896342  |       |                       |               |             |
| • IQAC e-mail address  | office@educationcollegepune.sndt.ac.in  |       |                       |               |             |
| • Alternate e-mail address (IQAC)  | neha.deo@educationpune.sndt.ac.in   |       |                       |               |             |
| <b>3.Website address</b>   | <a href="http://sndtiase.ac.in">sndtiase.ac.in</a>  |       |                       |               |             |
| • Web-link of the AQAR: (Previous Academic Year)   | <a href="https://assessmentonline.nnaac.gov.in/public/index.php/hei/generateAqar_HTML_hei/MTgxMzY=">https://assessmentonline.nnaac.gov.in/public/index.php/hei/generateAqar_HTML_hei/MTgxMzY=</a> |       |                       |               |             |
| <b>4.Whether Academic Calendar prepared during the year?</b>   | Yes   |       |                       |               |             |
| • if yes, whether it is uploaded in the Institutional website Web link:  | <a href="http://sndtiase.ac.in/wp-content/uploads/2022/01/B.Ed-21-22-Academic-Calendar.pdf">http://sndtiase.ac.in/wp-content/uploads/2022/01/B.Ed-21-22-Academic-Calendar.pdf</a>                 |       |                       |               |             |
| <b>5.Accreditation Details</b>   |   |       |                       |               |             |
| 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  |
| <b>6.Date of Establishment of IQAC</b>   |   |       | 04/03/2005            |               |             |
| <b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.</b> |   |       |                       |               |             |
|  |   |       |                       |               |             |

| Institution/ Department/Faculty | Scheme                        | Funding agency | Year of award with duration | Amount          |
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|   |                           |  |  |
|---|---------------------------|--|--|
| <b>8. Whether composition of IQAC as per latest NAAC guidelines</b>   | <b>Yes</b>                |  |  |
| <ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>   | <a href="#">View File</a> |  |  |
| <b>9. No. of IQAC meetings held during the year</b>   | <b>03</b>                 |  |  |
| <ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>  | <b>Yes</b>                |  |  |
| <ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>  | <a href="#">View File</a> |  |  |
| <b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>  | <b>No</b>                 |  |  |
| <ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>  |                           |  |  |
| <b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>  |                           |  |  |
| <p>1. Research Methodology workshop for faculty. 2. National level ICT workshop for student teachers. 3. Encouraged and guided faculty to send proposal for getting grant from ICSSR. 4. Workshop on Best from Waste on 19 March 2022, in collaboration with S.N.D.T. Women's Arts &amp; Commerce College, Pune 5. Sent proposal to RCI for getting approval for their courses. B.Ed. L.D. &amp; PGDDRM. 6. All faculty members prepared different courses for CHETANA for CBCS</p> |                           |  |  |
| <b>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).</b>  |                           |  |  |

| Plan of Action  | Achievements/Outcomes  |
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| 4. To start new courses.  | IQAC of the College sent proposal to RCI for getting approval for their courses. B.Ed. (L.D.), PGDDRM.and CHETANA. Got permission for PGDDRM. CHETANA courses are under process. |
| <b>13.Whether the AQAR was placed before statutory body?</b>  | <b>Yes</b>   |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>  |  |
| Name of the statutory body  | Date of meeting(s)   |
| IQAC  | 13/05/2023   |
| <b>14.Whether institutional data submitted to AISHE</b>   |  |
| Year  | Date of Submission   |
| 2021-22   | 13/05/2023   |
| <b>15.Multidisciplinary / interdisciplinary</b>   |  |
| <p>The NEP 2020 aims to develop the intellectual, aesthetic, social, physical, emotional, ethical, and moral facets of an individual in an integrated manner, thereby contributing directly to the country's transformation and making India a global knowledge superpower. What constitutes an HEI, that is, a university or a</p> |  |



college is also defined in the NEP 2020. Large multidisciplinary HEIs to be established in or near every district by 2030 is one of the most significant recommendations in the NEP 2020. SNTD College of Education itself is an interdisciplinary institution. The Postgraduate department is included in interdisciplinary faculty. The curriculum of M.Ed. & B.Ed. include the subjects having a theoretical base of Philosophy, Sociology, Psychology, Economics, Management, Politics & many others. The methodology subjects are directly meant for the school subjects' pedagogy. Hence the Education faculty curriculum is Multidisciplinary in nature & connected to a number of other streams of study..

#### **16.Academic bank of credits (ABC):**

SNTD College of Education, Pune is a Constituent College of SNTD Women's University. The institute is running regular programmes and courses in the curriculum scheme are delivered as per the direction of the Academic Bank of Credits. The guidelines issued by the SNTD Women's University are being implemented by the institute and the registration process of students has been started in the month of November 2022. Most of the current students have been registered on the ABC portal & got their ABC ids. In the current situation all 83 B.Ed. and 38 M.Ed. students have created their ABC ids which will be useful for them for the choice-based credit system.

#### **17.Skill development:**

Education colleges are the colleges that impart professional training. The training in teaching skills is imparted throughout the year in different ways & in different phases. Technical skills are imparted through computer training & ICT-related subject subscribed in B.Ed. & M.Ed. A number of workshops are organized throughout the year. This year college has organized a National Level Workshop on the Creation of Educational GIF on 20th Feb 2022. For developing skills in performing arts, faculty members ask students to perform presentations on their theory topic. They are given ample opportunity to demonstrate their performing arts skills by organizing an annual day program. Through participation in different activities & days' celebrations, faculty tries to develop students' performance skills, management skills, develop courage, confidence, and communication skill of their students. To enhance students' mental health, Yoga & meditation skills are practiced daily in the B.Ed. assembly. For M.Ed. Yoga is a part of the syllabus., M.Ed. faculty conducts Yoga lectures regularly. In the daily yoga lecture, Asana, Pranayama, Suryanamaskar & meditation, etc

are practiced regularly Apart from all these, the Lifeskill training program is also implemented every year. Thus the institution takes sincere efforts to enhance the varied skills of student-teachers.

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

The SNDT College of Education, Pune is a Marathi medium college but the instructions are given in Marathi, Hindi & English. The college encourages learning of the national language Hindi by organizing various Programmes including online value-added courses, webinars, and seminars on cultural heritage & law and the celebration of Hindi Diwas. Further, Subjects like Philosophy, Sociology, Yoga Education, Music Education & drama education inculcates cultural values in Indian tradition so that students imbibe value orientation. This year the college decided to start the Sanskrit method which is an ancient, enriched Indian language In the institution different days are celebrated, similarly, different festivals are also celebrated in the college. In these celebrations, all the students, teaching & non-teaching are involved. Thus through teaching & co-curricular activities, the institute tries to inculcate moral values in the student teachers. The college has included a Music course in its syllabus, and classical music is India's rich heritage. Thus the SNDT College of Education trying to inegrate Indian Knowledge system.

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

SNDT College of Education offers various programmes. All these programmes are offered as outcome-based education (OBE) which is designed keeping in mind the national and global requirements. The Institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. All courses of S.N.D.T. Women's University are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so those students contribute proactively to economic, environmental and social wellbeing of the nation. All course syllabi have been designed with due consideration to social needs at large so as to apply the spirit of NEP. Internship program at B.Ed. and M.Ed. level focus on Outcome based education. Students get hands-on knowledge of the concepts they learn in theory through internships and practical lessons. Assignments given in

the each theory course are also give focus on outcome based education.

## 20.Distance education/online education:

Online education enables students to study or teach from anywhere in the world. This means there's no need to commute from one place to another, or follow a rigid schedule. On top of that, not only do you save time, but you also save money, which can be spent on other priorities. At SNTD College of Education, all the courses are full-time, compulsory & regular. But as per the need of the Pandemic situation, we conducted the classes offline as well as online mode. Ph.D. presentations, Some workshops, and lectures were conducted in online mode. This year (2021-22) college has organised three weeks TET Workshop and one week SET/NET workshop for their students. Many students wanted to participate from all over Maharashtra so for their convenience college arranged these workshops through online mode. Online education system has benefited many students. National workshop on Creation of Educational GIF was also conducted by online mode, so many student teachers from all over Maharashtra and out of Maharashtra have got benefited.. Thus the institute uses both modes as per the necessity & need of the situation as well as the availability of the students. COURSERA MOOC

## Extended Profile

### 1.Student

2.1 171

Number of students on roll during the year

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.2 104

Number of seats sanctioned during the year

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.3 55

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

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.4 39

Number of outgoing / final year students during the year:

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.5Number of graduating students during the year 39

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.6 58

Number of students enrolled during the year

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

## 2.Institution

4.1 10,0000/-

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

4.2 30

Total number of computers on campus for academic purposes

## 3.Teacher

5.1 10

Number of full-time teachers during the year:

## Extended Profile

### 1.Student

2.1 171

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

2.2 104

Number of seats sanctioned during the year

File Description

Documents

Data Template

[View File](#)

2.3 55

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

File Description

Documents

Data Template

[View File](#)

2.4 39

Number of outgoing / final year students during the year:

File Description

Documents

Data Template

[View File](#)

2.5Number of graduating students during the year 39

File Description

Documents

Data Template

[View File](#)

2.6 58

Number of students enrolled during the year

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

## 2.Institution

|  |           |
|--|-----------|
| 4.1  | 10,0000/- |
| Total expenditure, excluding salary, during the year (INR in Lakhs): |           |
| 4.2  | 30        |
| Total number of computers on campus for academic purposes            |           |

## 3.Teacher

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

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |
| Data Template    | <a href="#">View File</a> |

|  |    |
|--|----|
| 5.2                                      | 14 |
| Number of sanctioned posts for the year: |    |

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The institute has a well-established process for planning, reviewing, and adapting the curriculum to the local context and situation. The process involves various decisions taken at the Board of Studies and Department Committees to determine workload, allocation of work, preparation of time tables, and recruitment. The institute identifies extension and tertiary activities that are incorporated into teaching material to enrich it further.

Each department has the autonomy to intervene and enhance the curriculum to improve learning outcomes and knowledge through research. The curriculum is supplemented and complemented by field trips, visits, seminars, conferences, workshops, symposia, student paper presentations, and student-led conferences, as well as projects.

The institute effectively documents and delivers the curriculum by using ICT tools and e-resources, and providing students with cameras, laptops, recording equipment, and other ICT tools. The curriculum is reviewed and revised every five years through a specific procedure. The matter is discussed in the Board of Studies, and the faculty members' suggestions are taken into consideration. Necessary modifications are made in the respective courses, and the final approval is given by the Academic Council of the University.

This process ensures that the curriculum is up-to-date, relevant, and suitable for the local context. It also provides students with a conducive learning environment, enabling them to achieve their educational, social, and cultural objectives effectively.

| 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 | <a href="#">View File</a> |
| Plan developed for the academic year   | <a href="#">View File</a> |
| Plans for mid- course correction wherever needed for the academic year   | <a href="#">View File</a> |
| 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**

**A. All of the above**

| <b>Employers Experts Students Alumni</b>   |   |
|--|---|
| File Description   | Documents   |
| Data as per Data Template  | <a href="#">View File</a>   |
| List of persons who participated in the process of in-house curriculum planning  | <a href="#">View File</a>   |
| Meeting notice and minutes of the meeting for in-house curriculum planning   | <a href="#">View File</a>   |
| A copy of the programme of action for in- house curriculum planned and adopted during the academic year  | <a href="#">View File</a>   |
| Any other relevant information   | No File Uploaded  |
| <b>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</b> | <b>A. All of the Above</b>  |
| File Description   | Documents   |
| Data as per Data Template  | <a href="#">View File</a>   |
| URL to the page on website where the PLOs and CLOs are listed  | <a href="http://sndtiase.ac.in/b-ed-program/">http://sndtiase.ac.in/b-ed-program/</a> |
| Prospectus for the academic year   | <a href="#">View File</a>   |
| Report and photographs with caption and date of student induction programmes   | <a href="#">View File</a>   |
| Report and photographs with caption and date of teacher orientation programmes   | <a href="#">View File</a>   |
| Any other relevant information   | No File Uploaded  |



|   |  |
|---|--|
| <b>1.2 - Academic Flexibility</b>   |  |
| <b>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b> |  |
| <b>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</b>                                      |  |
| <b>37</b>   |  |
| File Description  | Documents  |
| Data as per Data Template   | <a href="#">View File</a>  |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum                                    | <a href="#">View File</a>  |
| Academic calendar showing time allotted for optional / electives / pedagogy courses   | <a href="#">View File</a>  |
| Any other relevant information  | <p><a href="#">Criterion One-1.2 Academic Flexibility - NCTE suggested enhancing professional capacities &amp; for the purpose suggested to make proper provisions in the syllabus. In this accordance Board of Studies included micro teaching and integration lesson in the syllabus. On demand of students pursuing M. A.(music) at both the campuses of SNDT Women's University B.Ed. with music method was introduced in the academic year 2020 -21. Yearly pattern was introduced in the academic year 2019-20 taking into consideration the schools availability for internship program. In the academic year 2021- 2022 no major changes were made in both B.Ed. and M.Ed. programs.</a></p> |
| <b>1.2.2 - Number of value-added courses offered during the year</b>  |  |
| <b>37</b>   |  |
| <b>1.2.2.1 - Number of value-added courses offered during the year</b>  |  |
| <b>37</b>   |  |

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Brochure and Course content along with CLOs of value-added courses | <a href="#">View File</a> |
| 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

53

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

53

| File Description  | Documents                 |
|---|---------------------------|
| List of the students enrolled in the value-added course as defined in 1.2.2 | <a href="#">View File</a> |
| Course completion certificates  | <a href="#">View File</a> |
| 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**

One of the above

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template | <a href="#">View File</a> |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

02

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

02

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

### **1.3 - Curriculum Enrichment**

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

The curriculum of our institution is designed to provide students with a fundamental and coherent understanding of the field of teacher education. The syllabus of B.Ed and M.Ed courses is carefully designed to equip students with the necessary procedural knowledge and skills to become competent teachers at different levels of school education.

Our curriculum is designed to enable students to extrapolate from what they have learned and apply the acquired competencies effectively in real-world situations. The curriculum emphasizes the development of emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, and other relevant competencies required for the teaching profession.

The syllabus covers various contemporary issues related to education, such as democratic values, equality, brotherhood, common welfare, justice, freedom, discipline, social stratification, and education's impact on social mobility. It also focuses on national integration, international understanding, and multiculturalism. The curriculum is aligned with the four pillars and New Panchsheel of education, Universalization of School Education, Right to Education, and Equality of Educational Opportunity.

The course "Development of Education in India" in M.Ed program provides a historical and philosophical perspective of education, which helps students understand the evolution of education in India. Our curriculum is designed to provide students with a comprehensive understanding of the teaching profession and the competencies required to become successful teachers.

| File Description   | Documents                 |
|--|---------------------------|
| List of activities conducted in support of each of the above | <a href="#">View File</a> |
| Documentary evidence in support of the claim                 | <a href="#">View File</a> |
| Any other relevant information                               | No File Uploaded          |
| Photographs indicating the participation of students, if any | <a href="#">View File</a> |

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

There is a provision in our syllabus, which familiarizes students with the diversities in school system in India as well as international and comparative perspectives.

1. Development of school system in India is introduced to students through Course Contemporary India and Education.

2. In B.Ed. syllabus Course 9, Knowledge and Curriculum is there. Through this paper student teachers get knowledge about the Functioning of Various Boards of School Education and understand the functional differences among them. Also for Internship program college allot different types of schools for student teachers, while working students get familiarized with actual functional differences.

3. Assessment for Learning, is B.Ed. second year course, this course introduces student teachers Concept of Assessment, various aspects, purpose of assessment, tools of evaluation, Examination Reform Efforts in India. Through this paper student teachers learn about the Data Analysis, various types of feedback.

4. During internship students get the practical knowledge and first hand experience of assessment system.

5. Through Internship program and by arranging visits to various schools student teachers are get familiarised with diversities in Indian School Systems.

| File Description   | Documents                 |
|--|---------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | <a href="#">View File</a> |
| Documentary evidence in support of the claim   | <a href="#">View File</a> |
| 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 institution focuses on providing students with a wide range of curricular experiences that are professionally relevant and interconnected, which enable them to develop a comprehensive understanding of the teaching profession. In the B.Ed. syllabus of SNDT Women's University, the theory subjects are designed to cater to the diverse needs of student teachers. For instance, Philosophy and Psychology prepare their ethical and psychological bases, respectively, which are essential for developing their professional acumen.

Additionally, the institution integrates practical experiences such as teaching internships, observation, and reflective practices, which enable students to consolidate their learning and understand the interconnectedness of various learning engagements. Seven EPCs are purposely added in the syllabus to make students ready for professional fields. The Teaching Internship provides student teachers with opportunities to apply their theoretical knowledge to practice. This experience helps them to identify their strengths and areas of improvement and refine their teaching skills further.

Moreover, the institution conducts various workshops and training programs on communication skills, classroom management, and the use of technology in teaching, which help students to prepare for the professional field. Through these efforts, students are equipped with the necessary skills, knowledge, and understanding of the teaching profession, enabling them to make a successful transition into the professional field.

| File Description  | Documents  |
|---|--|
| Documentary evidence in support of the claim  | <a href="#">View File</a>  |
| Any other relevant information  | <a href="#">View File</a>  |
| <b>1.4 - Feedback System</b>  |  |
| <b>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</b> | <b>All of the above</b>  |
| File Description  | Documents  |
| Sample filled-in feedback forms of the stake holders  | <a href="#">View File</a>  |
| Any other relevant information  | <a href="#">View File</a>  |
| <b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>   | <b>Feedback collected, analyzed, action taken and available on website</b> |
| File Description  | Documents  |
| Stakeholder feedback analysis report with seal and signature of the Principal   | <a href="#">View File</a>  |
| Action taken report of the institution with seal and signature of the Principal   | <a href="#">View File</a>  |
| Any other relevant information  | <b>No File Uploaded</b>  |
| <b>TEACHING-LEARNING AND EVALUATION</b>   |  |
| <b>2.1 - Student Enrollment and Profile</b>   |  |
| <b>2.1.1 - Enrolment of students during the year</b>  |  |
| <b>58</b>   |  |
| <b>2.1.1.1 - Number of students enrolled during the year</b>  |  |

58

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template                               | <a href="#">View File</a> |
| Document relating to sanction of intake from university | <a href="#">View File</a> |
| Approval letter of NCTE for intake of all programs      | <a href="#">View File</a> |
| Approved admission list year-wise/ program-wise         | <a href="#">View File</a> |
| Any other relevant information                          | <a href="#">View File</a> |

### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

10

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

17

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

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

2

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



| File Description                                  | Documents                 |
|---|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Certificate of EWS and Divyangjan                 | <a href="#">View File</a> |
| List of students enrolled from EWS and Divyangjan | <a href="#">View File</a> |
| Any other relevant information                    | <a href="#">View File</a> |

## 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 recognizes the diverse socio-economic backgrounds of students and endeavours to assess their learning levels to ensure their readiness to undergo a professional education program. At the time of admission, students receive counselling, guidance, and orientation to acquaint them with the educational system and foster their academic preparedness. An orientation program is organized at the beginning of each academic year where students introduce themselves and are given subject-wise content tests.

To cater to the individual needs of students, the institution conducts a content enrichment program for slow learners and advanced learners. Before the commencement of each course, teachers assess the students' learning levels and knowledge of the course. Remedial classes are conducted, and subject classes are repeated for slow learners and late admissions to ensure their academic success.

The institution also facilitates students in selecting their course subjects based on their core competence, aptitude, and skills. All teachers counsel students regarding different courses and provide opportunities for them to change their course options if they find it challenging to cope with the courses they have chosen. With these measures in place, the institution ensures that every student receives academic support

and the necessary resources to excel in their chosen field of study.

| File Description   | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim                     | <a href="#">View File</a> |
| Documents showing the performance of students at the entry level | <a href="#">View File</a> |
| Any other relevant information                                   | <a href="#">View File</a> |

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

**All of the above**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Relevant documents highlighting the activities to address the student diversities | <a href="#">View File</a> |
| Reports with seal and signature of Principal                                      | <a href="#">View File</a> |
| Photographs with caption and date, if any   | <a href="#">View File</a> |
| Any other relevant information  | <b>No File Uploaded</b>   |

**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**

**Three of the above**

**individual teacher/s Whenever need arises due to student diversity**

| File Description   | Documents                 |
|--|---------------------------|
| Relevant documents highlighting the activities to address the differential student needs | <a href="#">View File</a> |
| Reports with seal and signature of the Principal   | <a href="#">View File</a> |
| Photographs with caption and date  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## **2.2.4 - Student-Mentor ratio for the academic year**

**B.Ed. 1:22, M.Ed. 1:10**

### **2.2.4.1 - Number of mentors in the Institution**

**8**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information  | <b>No File Uploaded</b>   |

## **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 institution adopts a diverse range of teaching-learning methods to enhance student learning outcomes. These methods include experiential learning, participative learning, problem-solving methodologies, brain-storming, focused group discussion, online mode, etc.**

**In B.Ed. program, students are exposed to various experiential learning methods such as field trips, project work, and case**

studies, which help them develop a deeper understanding of the subject matter. Participative learning is encouraged through activities such as debates, group discussions, and presentations, which enable students to express their opinions and perspectives. Problem-solving methodologies are used to teach students how to analyse complex situations and develop effective solutions.

In the M.Ed. program, brain-storming and focused group discussions are used to encourage critical thinking and reflection. The online mode of learning is used to provide students with access to learning resources and to facilitate collaborative learning.

The rationale for adopting these varied teaching-learning methods is to cater to the diverse learning needs of students and to make the learning process more engaging and interactive. The use of multiple teaching-learning methods is also aligned with the institution's aim to develop students' intellectual, creative, and thinking skills.

| File Description   | Documents                 |
|--|---------------------------|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**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      | <a href="#">View File</a>   |
| Link to LMS                    | <a href="#">Link Used for Internship Guidance, Practice Teaching and outreach activity</a> <a href="https://chat.whatsapp.com/BiKgPhk4luB5cH2aHnefeZ">https://chat.whatsapp.com/BiKgPhk4luB5cH2aHnefeZ</a> <a href="https://chat.whatsapp.com/D7PQlVe0uu8IbJJ06sH6wV">https://chat.whatsapp.com/D7PQlVe0uu8IbJJ06sH6wV</a> <a href="https://chat.whatsapp.com/D7PQlVe0uu8IbJJ06sH6wV">https://chat.whatsapp.com/D7PQlVe0uu8IbJJ06sH6wV</a><br><a href="https://meet.google.com/hnn-rmgz-mab">https://meet.google.com/hnn-rmgz-mab</a><br><a href="https://us04web.zoom.us/join/term?">https://us04web.zoom.us/join/term?</a><br><a href="https://meet.google.com/mge-ynhw-ohx">https://meet.google.com/mge-ynhw-ohx</a><br><a href="https://meet.google.com/smy-zdqv-viv">https://meet.google.com/smy-zdqv-viv</a><br><a href="https://meet.google.com/rfe-eawz-eyj">https://meet.google.com/rfe-eawz-eyj</a><br><a href="https://meet.google.com/zqu-bfiu-ggj">https://meet.google.com/zqu-bfiu-ggj</a><br><a href="https://meet.google.com/ggk-cmvx-wgz">https://meet.google.com/ggk-cmvx-wgz</a> <a href="https://drive.google.com/drive/folders/1xkAb3WZoz6DwvXj055nEeljYxrNk-YsF?usp=sharing">https://drive.google.com/drive/folders/1xkAb3WZoz6DwvXj055nEeljYxrNk-YsF?usp=sharing</a><br><a href="https://youtu.be/v07n4atNwRI">https://youtu.be/v07n4atNwRI</a> <a href="https://classroom.google.com/c/NDQwNDc1NDQ2Nzha?cjc=bey2xiq">https://classroom.google.com/c/NDQwNDc1NDQ2Nzha?cjc=bey2xiq</a> <a href="https://classroom.google.com/c/NDIzNjU1NzQzMTRa?cjc=4l3b7r7">https://classroom.google.com/c/NDIzNjU1NzQzMTRa?cjc=4l3b7r7</a><br><a href="https://meet.google.com/hom-dyww-mby">https://meet.google.com/hom-dyww-mby</a> <a href="https://classroom.google.com/c/NDU3MjE2NzI3MTQx">https://classroom.google.com/c/NDU3MjE2NzI3MTQx</a> |
| Any other relevant information | <a href="#">View File</a>   |

### 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

171

| File Description                                  | Documents                 |
|---|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Programme wise list of students using ICT support | <a href="#">View File</a> |
| Documentary evidence in support of the claim      | <a href="#">View File</a> |
| Landing page of the Gateway to the LMS used       | <a href="#">View File</a> |
| Any other relevant information                    | <a href="#">View File</a> |

| <b>2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports</b>  | <b>Five/Six of the above</b>  |
|--|---|
| File Description   | Documents   |
| Data as per Data Template  | <a href="#">View File</a>   |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations  | <a href="#">View File</a>   |
| Geo-tagged photographs wherever applicable   | <a href="#">View File</a>   |
| Link of resources used   | <a href="http://sndtiase.ac.in/internships/">http://sndtiase.ac.in/internships/</a> |
| Any other relevant information   | <a href="#">View File</a>   |
| <p>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</p> |   |
| <p>The institution recognizes the importance of continual mentoring for developing professional attributes in students. The college provides mentoring in various aspects, including working in teams, dealing with student diversity, conduct of self with colleagues and authorities, balancing home and work stress, and keeping oneself abreast with recent developments in education and life.</p>                        |   |
| <p>The institution encourages students to participate in group activities, assign group projects, and provide feedback on group performance.</p>   |   |
| <p>All our faculties mentor students on dealing with student diversity by providing opportunities to interact with students from diverse backgrounds. They provide training on multilingual and multicultural education and encourage students to respect diversity.</p>   |   |
| <p>To develop conduct of self with colleagues and authorities we</p>   |   |

encourage students to develop good interpersonal skills, effective communication, and ethical behaviour.

As mentors we allwe help students to managestress by providing guidance on time management, self-care, and stress reduction techniques. We have dedicated practical on Understanding of Self for the same.

We encourage students to read professional journals, participate in online courses, and engage in lifelong learning.

The aim is to enable students to become competent and confident professionals who can make a positive impact in the teaching-learning process.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

**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   | <a href="#">View File</a> |
| Documentary evidence in support of the selected response/s  | <a href="#">View File</a> |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

The institution believes in nurturing creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among students through its teaching-learning process.

The institution incorporates various classroom activities, such as brainstorming sessions, group discussions, and project-based learning, that promote creativity and innovativeness among students. Students are given opportunities to work on group projects that require them to develop innovative teaching strategies for specific subjects.

The institution integrates technology into the teaching-learning process, students are encouraged to use digital tools such as online survey tools, multimedia presentations, and educational games to enhance their critical thinking and problem-solving abilities.

The institution promotes empathy and life skills among students through service learning and community engagement initiatives. We have organized one week workshop on Life Skill Development.

The institution offers various professional development programmes for students, such as workshops, Guest lectures, Day celebrations that enhance their intellectual and thinking skills

The institution's teaching-learning process is designed to provide students with optimal learning opportunities that enable them to develop these essential skills and competencies required for effective teaching.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | No File Uploaded          |

## 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**

All of the above



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

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Documentary evidence in support of the selected response/s        | <a href="#">View File</a> |
| Reports of activities with video graphic support wherever possibl | <a href="#">View File</a> |
| Any other relevant information                                    | <a href="#">View File</a> |

|   |                             |
|---|-----------------------------|
| <b>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</b> | <b>Ten/All of the above</b> |
|---|-----------------------------|

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Reports and photographs / videos of the activities                                       | <a href="#">View File</a> |
| Attendance sheets of the workshops / activities with seal and signature of the Principal | <a href="#">View File</a> |
| Documentary evidence in support of each selected activity                                | <a href="#">View File</a> |
| Any other relevant information   | No File Uploaded          |

|  |                  |
|--|------------------|
| <b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b> | All of the above |
|--|------------------|

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Details of the activities carried out during the academic year in respect of each response indicated | <a href="#">View File</a> |
| Any other relevant information   | No File Uploaded          |

|   |                  |
|---|------------------|
| <b>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</b> | All of the above |
|---|------------------|

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Samples prepared by students for each indicated assessment tool                    | <a href="#">View File</a> |
| Documents showing the different activities for evolving indicated assessment tools | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

|  |                         |
|--|-------------------------|
| <b>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</b> | <b>All of the above</b> |
|--|-------------------------|

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Documentary evidence in support of each response selected                       | <a href="#">View File</a> |
| Sample evidence showing the tasks carried out for each of the selected response | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

|   |                           |
|---|---------------------------|
| <b>event</b>  |                           |
| <b>File Description</b>   | <b>Documents</b>          |
| Data as per Data Template   | <a href="#">View File</a> |
| Documentary evidence showing the activities carried out for each of the selected response   | <a href="#">View File</a> |
| Report of the events organized  | <a href="#">View File</a> |
| Photographs with caption and date, wherever possible  | <a href="#">View File</a> |
| Any other relevant information  | <b>No File Uploaded</b>   |
| <b>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</b>  |                           |
| <b>All of the above</b>   |                           |
| <b>File Description</b>   | <b>Documents</b>          |
| Data as per Data Template   | <a href="#">View File</a> |
| Samples of assessed assignments for theory courses of different programmes  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |
| <p>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</p> <p><b>The institution systematically plans the internship programme with necessary preparedness to ensure that students receive optimal learning opportunities while working in schools.</b></p> <p><b>Selection/identification of schools for internship: The college adopts a participative approach for selecting/identifying schools for the internship programme. The college collaborates with school principals and teachers to identify suitable schools that provide optimal learning opportunities for students.</b></p> |                           |

The institution provides orientation sessions to school principals and teachers to familiarize them with the internship programme's objectives and expectations.

The institution provides comprehensive orientation sessions to students going for internships to prepare them for their roles and responsibilities. These sessions help students to understand the objectives, expectations, and assessment criteria for the internship programme.

The institution defines the role of teachers of the institution who supervise the internship programme. These teachers provide guidance and support to student teachers and help them in their professional development.

The institution streamlines the mode/s of assessment of student performance to ensure that students receive appropriate feedback on their performance. The college uses a combination of assessments, including classroom observations, lesson plans, reflective journals, and presentations, to evaluate student performance.

The institution ensures that students receive exposure to a variety of school setups to gain diverse experiences and perspectives. The college collaborates with different types of schools, such as government schools, private schools to provide students with optimal learning opportunities.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

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

##### **2.4.9.1 - Number of final year students during the academic year**

50

| File Description                                | Documents                 |
|---|---------------------------|
| Data as per Data Template                       | <a href="#">View File</a> |
| Plan of teacher engagement in school internship | <a href="#">View File</a> |
| Any other relevant information                  | <a href="#">View File</a> |

|  |                              |
|--|------------------------------|
| <b>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 &amp; tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports</b> | <b>Nine/All of the above</b> |
|--|------------------------------|

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

|  |
|--|
| <p>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.</p> <p><b>The institution adopts effective monitoring mechanisms during the internship programme to ensure that students receive optimal impact and learn essential skills while working in schools. The college has a well-structured monitoring mechanism that involves the active participation of teacher educators, school principals, school teachers, and peers.</b></p> <p><b>Teacher educators play a crucial role in monitoring and evaluating the performance of student teachers during the internship programme. They conduct regular classroom observations, provide feedback, and engage in reflective discussions with student teachers to support their learning and growth. They also interact with school principals and teachers to ensure that student teachers receive appropriate guidance and support.</b></p> |
|--|

School principals and teachers play an important role in monitoring the performance of student teachers during the internship programme. They provide opportunities for student teachers to work with students and engage in classroom activities. They also provide regular feedback on the performance of student teachers and work collaboratively with teacher educators to support student learning.

Peers also play a significant role in monitoring and evaluating the performance of student teachers during the internship programme. They engage in regular peer evaluations, provide feedback, and engage in reflective discussions with student teachers to support their learning and growth.

The institution's monitoring mechanisms ensure that student teachers receive regular feedback and support from teacher educators, school principals, teachers, and peers. This approach promotes effective learning outcomes and prepares student teachers to become competent and effective teachers.

| File Description                                | Documents                 |
|---|---------------------------|
| Documentary evidence in support of the response | <a href="#">View File</a> |
| Any other relevant information                  | No File Uploaded          |

**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) | <a href="#">View File</a> |
| Two filled in sample observation formats for each of the claimed assessors                                 | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

|  |                          |
|--|--------------------------|
| <b>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</b> | <b>Five of the above</b> |
|--|--------------------------|

| File Description   | Documents                 |
|--|---------------------------|
| Format for criteria and weightages for interns' performance appraisal used | <a href="#">View File</a> |
| Five filled in formats for each of the aspects claimed                     | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## **2.5 - Teacher Profile and Quality**

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

**10**

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | <a href="#">View File</a> |
| English translation of sanction letter, if it is in regional language  | <a href="#">View File</a> |
| Any other relevant information   | <b>No File Uploaded</b>   |

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

**9**



| File Description                                      | Documents                 |
|---|---------------------------|
| Data as per Data Template                             | <a href="#">View File</a> |
| Certificates of Doctoral Degree (Ph.D) of the faculty | <a href="#">View File</a> |
| Any other relevant information                        | <a href="#">View File</a> |

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

10

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

10

| File Description   | Documents                 |
|--|---------------------------|
| Copy of the appointment letters of the fulltime teachers | <a href="#">View File</a> |
| Any other relevant information                           | No File Uploaded          |

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

Teachers put in various efforts to keep themselves updated professionally. Teachers at the institution engage in continuous professional development through a Staff Academy held once a month and daily in-house discussions. These dialogues enable teachers to stay up-to-date on the latest teaching practices, educational technologies, their educational visits experiences and research findings.

Another effort is sharing information with colleagues and other institutions on National Education Policy 2020 and its impact on education system. For the same faculties have participated in workshops, seminars, and conferences to learn about changes in education policies and regulations, and to connect with other professionals in the field.

Teachers also stay up-to-date by engaging in professional development activities such as taking courses, attending webinars, and reading professional literature. Additionally, they seek feedback from peers and supervisors to improve their teaching strategies and classroom practices.

These efforts enable teachers to enhance their teaching skills, update their knowledge base, and stay current with the latest developments and trends in education.

| File Description                          | Documents                 |
|---|---------------------------|
| Documentary evidence to support the claim | <a href="#">View File</a> |
| Any other relevant information            | No File Uploaded          |

## 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

Continuous Internal Evaluation (CIE) is an integral part of the educational evaluation system at the College, which follows all guidelines and directives of the S.N.D.T.Women's University, Mumbai. In the B.Ed. program, equal weightage is given to practical work, which includes EPC and practice teaching and theory courses. Similarly, in the M.Ed. program, each theory course is allotted 50% weightage for internal work, consisting of 3-5 assignments per paper. Students are required to submit their assignments and practical works in written form, with almost 100% submission rate.

Class tests and assignments schedules are displayed on the notice board, and each department has a monitoring committee responsible for verifying the internal assessment data before displaying it for students. Any discrepancies or grievances of students are assessed and resolved by the departments before submission to the College Monitoring Committee, which serves as an interface between the College and the University. Internal assessment data is uploaded on the University Portal and sent to the University to ensure transparency and accountability. The College also emphasizes the importance of student attendance in all assessments, ensuring a fair and equitable evaluation system.

| File Description   | Documents                 |
|--|---------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information   | No File Uploaded          |

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

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

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

The institution follows a systematic approach to address grievances related to examinations. The college informs students and faculty about all directives received from the University through various channels such as the college notice board, WhatsApp groups, and the college website. Grievances related to examinations are resolved through the internal Grievance Redressal Cell (GRC) which is headed by the Principal. Students can approach the GRC to report any discrepancies or grievances related to examination. The GRC investigates and resolves these grievances in a timely and efficient manner. In addition, the college conducts an orientation program to explain the rules and regulations related to examinations and academic calendar to stakeholders. Any directives from the University pertaining to examination and academic calendar are also discussed in staff meetings. Overall, the college has an effective mechanism in place for grievance redressal related to examination.

| File Description  | Documents                 |
|---|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information  | No File Uploaded          |

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

The institution adheres to an academic calendar for the conduct of Internal Evaluation, which is a crucial aspect of the assessment process. The college has a well-defined mechanism for adhering to this calendar, which ensures that internal evaluations are conducted in a timely and efficient manner.

The academic calendar specifies the timeline for various activities, including the conduct of internal evaluations. The college ensures that faculty members and students are aware of the timeline and adhere to it. Prior to the start of the academic year, the calendar is shared with students and faculty members.

The Principal monitors the progress of internal evaluations and provides necessary support and resources to ensure that the evaluations are completed within the specified timeline. We focused on ensuring that internal evaluations are conducted in a fair, transparent, and timely manner, adhering to the academic calendar. This approach promotes academic rigor and ensures that students receive timely feedback, which is essential for their overall learning and growth.

| File Description  | Documents                 |
|---|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | <a href="#">View File</a> |
| 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.

The institution ensures that the teaching-learning process is

effectively aligned with the stated PLOs and CLOs. To achieve this, each course is defined with specific learning outcomes and the teaching-learning process is designed accordingly. For example, if the PLO is to develop critical thinking skills, the process would include activities such as case studies, debates, and problem-solving exercises.

Regular reviews and assessments are conducted to ensure that the teaching-learning process remains aligned with the PLOs and CLOs. Feedback from students and faculty members is used to identify areas for improvement and to make necessary adjustments. This promotes student learning outcomes and ensures that students acquire the knowledge, skills, and attitudes required to become competent teachers.

The institution's continuous review and evaluation process further ensure that the teaching-learning process remains effective and relevant. By aligning the teaching-learning process with the PLOs and CLOs, the college promotes a holistic approach to education and prepares students for real-world challenges.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

### 2.7.2 - Pass percentage of Students during the year

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Result sheet for each year received from the Affiliating University                                   | <a href="#">View File</a> |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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 institution has a strong commitment to monitor and assess the progressive performance of its students in order to ensure that they meet the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Regular assessments, evaluations, and feedback mechanisms are used to track student progress and to identify areas for improvement. These methods are closely aligned with the PLOs and CLOs, which are designed to equip students with the necessary knowledge, skills, and attitudes required to become competent teachers.

The institution also uses student performance data to develop strategies for enhancing teaching and learning. Faculty members regularly review this data and make necessary adjustments in teaching methods to ensure that students have the best possible learning experience.

Furthermore, the college offers a range of opportunities for students to reflect on their learning and to develop their personal and professional attributes. These opportunities include Enhancing Professional Capacities (EPCs), internships, community service, and participation in co-curricular and extracurricular activities.

The institution is committed to ensuring that its students become effective and responsible teachers. The college's monitoring and improvement efforts are aimed at enhancing student learning outcomes and promoting excellence in teacher education.

| File Description   | Documents                 |
|--|---------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | <a href="#">View File</a> |
| 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

36

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

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.

The institution recognizes the importance of catering to the individual learning needs of students through appropriate assessments. The college ensures that its assessment tasks are aligned with the initially identified learning needs of students. For instance, if a student needs to improve their explanation skill, the assessment tasks would require effective explanation skill. Similarly, if a student needs to improve their critical thinking skills, the assessment tasks would be designed to encourage them to analyze, evaluate and synthesize information.

The performance of students on these assessment tasks is used to evaluate the effectiveness of their learning needs catered to. If a student performs well on an assessment task, it indicates that their learning needs have been effectively addressed. In contrast, if a student performs poorly, it suggests that their learning needs have not been fully catered to, and the college provides additional support to help them improve.

For example, if a student is struggling with specific course concepts, the college provides additional practice problems and individualized instruction to help them grasp the concepts. Regular assessments are conducted to monitor their progress and adjust the teaching approach accordingly.

The institution's focus is on catering to the individual learning needs of students through appropriate assessments, providing timely feedback, and offering support to help them improve. The college's approach ensures that its students

acquire the necessary knowledge, skills, and attitudes required to become competent teachers.

| File Description                         | Documents                 |
|--|---------------------------|
| Documentary evidence in respect to claim | <a href="#">View File</a> |
| Any other relevant information           | <a href="#">View File</a> |

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://forms.gle/eZ5ZEKqmPsxhHiq66>

## 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

5

| File Description                        | Documents                 |
|---|---------------------------|
| Data as per Data Template               | <a href="#">View File</a> |
| Sanction letter from the funding agency | <a href="#">View File</a> |
| 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)

1438490/-

| File Description   | Documents                 |
|--|---------------------------|
| Sanction letter from the funding agency  | <a href="#">View File</a> |
| Income Expenditure statements highlighting the research grants received certified by the auditor | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

#### 3.1.3 - In-house support is provided by the institution to teachers for research purposes

Two of the above



**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**

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Institutional Policy document detailing scheme of incentives   | <a href="#">View File</a> |
| Sanction letters of award of incentives  | <a href="#">View File</a> |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | <a href="#">View File</a> |
| Documentary evidence for each of the claims  | <a href="#">View File</a> |
| Any other relevant information   | <b>No File Uploaded</b>   |

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

**One of the above**

| File Description   | Documents                 |
|--|---------------------------|
| Documentary evidences in support of the claims                     | <a href="#">View File</a> |
| Details of reports highlighting the claims made by the institution | <a href="#">View File</a> |
| Reports of innovations tried out and ideas incubated               | <a href="#">View File</a> |
| Copyrights or patents filed  | <a href="#">View File</a> |
| 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

13

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| First page of the article/journals with seal and signature of the Principal            | <a href="#">View File</a> |
| E-copies of outer jacket/contents page of the journals in which articles are published | <a href="#">View File</a> |
| 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

3

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| • First page of the published book/chapter with seal and signature of the Principal  | <a href="#">View File</a> |
| 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 | <a href="#">View File</a> |
| 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

8

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

#### 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

276

| File Description  | Documents                 |
|---|---------------------------|
| Event-wise newspaper clippings / videos / photographs with captions and dates | <a href="#">View File</a> |
| Report of each outreach activity with seal and signature of the Principal     | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

### 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

220

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

220

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Documentary evidence in support of the claim along with photographs with caption and date | <a href="#">View File</a> |
| 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.

The institution recognizes the importance of sensitizing students to social issues and community development, and therefore organizes various outreach activities to achieve this objective. These activities are designed to provide students with real-world experiences and encourage them to contribute positively to society.

One such initiative was the Bag Making and Warli Painting workshop, which aimed to promote sustainability and creativity among school students. By creating sustainable products from waste materials, students learned the importance of recycling

and reducing waste, while the art workshop provided a platform for students to showcase their artistic skills.

Another activity was a tree plantation program, which highlighted the importance of trees in maintaining ecological balance and conserving natural resources. This initiative helped students understand the significance of environmental conservation and encouraged them to contribute towards a greener future.

In addition, the institution organized a workshop in collaboration with NTPC to enable student teachers to enhance their technological skills and create innovative solutions for sustainable development. This program provided students with the opportunity to learn from industry experts and develop practical solutions to real-world challenges.

Students participated in 'My River My Valentine ' Program

Through these outreach activities, the institution sensitized students to social issues and community development, and instilled in them a sense of responsibility towards society. These initiatives not only provided students with practical experiences but also enabled them to develop critical thinking, problem-solving, and collaboration skills that are essential for their professional development as teachers.

| File Description   | Documents                 |
|--|---------------------------|
| Relevant documentary evidence for the claim              | <a href="#">View File</a> |
| Report of each outreach activity signed by the Principal | <a href="#">View File</a> |
| 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**

1

| File Description                                  | Documents                 |
|---|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Appropriate certificates from the awarding agency | <a href="#">View File</a> |
| 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

1

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

1

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| List of teachers/students benefited by linkage – exchange and research | <a href="#">View File</a> |
| Report of each linkage along with videos/photographs                   | <a href="#">View File</a> |
| 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

8

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Copies of the MoU's with institution / industry/ corporate houses | <a href="#">View File</a> |
| 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

One/Two of the above

**Practice teaching /internship in schools**  
**Organizes events of mutual interest-**  
**literary, cultural and open discussions on**  
**pertinent themes to school education**  
**Discern ways to strengthen school based**  
**practice through joint discussions and**  
**planning Join hands with schools in**  
**identifying areas for innovative practice**  
**Rehabilitation Clinics Linkages with**  
**general colleges**

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Report of each activities with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information                                     | <a href="#">View File</a> |

## **INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 - Physical Facilities**

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The institution boasts a well-maintained independent building that houses a range of facilities suitable for teaching and learning. The ground floor features a multipurpose seminar hall, along with an administrative and accounts office, principal's cabin, and staff room. The first floor has a meeting room with a pantry, while the students' room, named "Sneowardhini," is surrounded by greenery and natural beauty.

On the second floor, there is a computer laboratory equipped with 20 computers with internet facilities, smart classrooms, and subject classrooms for Maths, Hindi, Social Sciences, Marathi, Science, and a music room. The third floor features a yoga room, two M.Ed. classrooms, a psychology laboratory, and a science laboratory. The Department of Geography and Psychology laboratory of PGSR is also accessible to students based on their needs.

The institution houses a separate floor for the Education College Library, which has an extensive collection of books,

journals, maps, pictures, audio-visual collections, theses, and reference books. The library has three separate reading halls and online databases available for students.

A large playground and sports equipment are also available to students for outdoor games, along with a gym cum fitness center. The college is equipped with all necessary facilities for accommodating the needs of students, faculty, and administrative staff. Additionally, there is a well-equipped studio in the P.G. communication media building next to the college building that is utilized by students and staff as needed.

| File Description  | Documents                 |
|---|---------------------------|
| List of physical facilities available for teaching learning | <a href="#">View File</a> |
| Geo-tagged photographs                                      | <a href="#">View File</a> |
| Any other relevant information                              | No File Uploaded          |

**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**

**4**

| File Description                                   | Documents   |
|--|---|
| Data as per Data Template                          | <a href="#">View File</a>   |
| Geo-tagged photographs                             | <a href="#">View File</a>   |
| Link to relevant page on the Institutional website | <a href="http://sndtiase.ac.in/wp-content/uploads/2022/02/4.1.2-ICT-Enabled-Classroom.pdf">http://sndtiase.ac.in/wp-content/uploads/2022/02/4.1.2-ICT-Enabled-Classroom.pdf</a> |
| Any other relevant information                     | No File Uploaded  |

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

**328911.4**



| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | <a href="#">View File</a> |
| 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.

The institution has adopted an Integrated Library Management System called SLIM21. This is a multi-user software that can be used on a single machine or in a client-server multi-platform environment. It is capable of cataloguing a wide variety of materials such as books, films, recordings, drawings, articles, reports, and serial publications. The cataloguing adheres to international standards, specifically the Anglo American Cataloguing Rules (AACR2).

SLIM21 can handle data in any script including Marathi, Hindi, and English, thanks to its use of Unicode. It also allows for an unlimited number of added entries per card such as title, uniform title, main entry, multiple keywords, place of conference, etc. Additionally, any subject classification system can be used with it, and SNDT Women's University uses DDC.

The software's circulation system is based on lending rules defined by the University, and it covers member information, registration cards with a member's photograph and barcode ID, user-specified member IDs, and loans and reservations data retrieval by borrower identification. The software also generates different statistical information as required for library management. In short, SLIM21 is a versatile, user-friendly, and comprehensive library automation system that streamlines the management of library resources.

| File Description   | Documents   |
|--|---|
| Bill for augmentation of library signed by the Principal | <a href="#">View File</a>   |
| Web-link to library facilities, if available             | <a href="https://sndt.ac.in/library/">https://sndt.ac.in/library/</a> |
| Any other relevant information                           | No File Uploaded  |

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 institution's library provides remote access to a plethora of digital resources such as e-books, e-journals, and digital databases to both students and teachers. Access to these resources is enabled through a gateway that allows users to connect remotely to the library network or computer system using internet or telecommunications.

To facilitate this access, the library uses Knimbus, a cloud-based platform that transforms academic, corporate, or government libraries into digital ecosystems. Knimbus offers users a modern interface and easy navigation, with a single sign-on feature that enables access to thousands of e-resources from anywhere and on any device.

The platform provides several tools including Universal Search, Off-Campus Access, Analytics, and a Librarian Dashboard in an integrated cloud platform for a unified user experience. This makes Knimbus a one-stop-shop for all library needs, including access to subscribed eResources, open access content, and institutional documents, all of which can be accessed through a desktop or mobile app.

| File Description                                 | Documents                 |
|--|---------------------------|
| Landing page of the remote access webpage        | <a href="#">View File</a> |
| Details of users and details of visits/downloads | <a href="#">View File</a> |
| Any other relevant information                   | <a href="#">View File</a> |

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

**All of the above**

|   |                           |
|---|---------------------------|
| <b>Shodh Sindhu Shodhganga e-books Databases</b>  |                           |
| File Description  | Documents                 |
| Data as per Data template   | <a href="#">View File</a> |
| Receipts of subscription /membership to e-resources   | <a href="#">View File</a> |
| E-copy of the letter of subscription /member ship in the name of institution  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |
| <b>4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)</b>   |                           |
| <b>47,56,605.00</b>   |                           |
| File Description  | Documents                 |
| Data as per Data Template   | <a href="#">View File</a> |
| Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant | <a href="#">View File</a> |
| Any other relevant information  | <b>No File Uploaded</b>   |
| <b>4.2.5 - Per day usage of library by teachers and students during the academic year</b>   |                           |
| <b>4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year</b>   |                           |
| <b>130</b>  |                           |
|   |                           |

| 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 | <a href="#">View File</a>   |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution   | <a href="http://sndtiase.ac.in/wp-content/uploads/2022/02/4.2.5-SLIM-PerDayUsageScreenshots-for-Website.pdf">http://sndtiase.ac.in/wp-content/uploads/2022/02/4.2.5-SLIM-PerDayUsageScreenshots-for-Website.pdf</a> |
| 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 as gifts to College**

Two of the above

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Data as per Data Template      | <a href="#">View File</a> |
| 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 boasts a well-equipped IT infrastructure to cater to the academic and administrative needs of its faculty and students, enhancing the teaching and learning process. The college offers various IT resources such as computers, laptops, scanners, photocopy machines, and LCD projectors, as well as a smart board.

The college has taken steps to upgrade its internet connection bandwidth, with the bandwidth increased to 100 Mbps speed in the last academic year, accompanied by Wi-Fi facilities. The high-speed Wi-Fi facility is available to teachers, office staff, and students, allowing them to access online resources with ease. The upgraded internet speed has made it possible to conduct online teaching-learning activities efficiently, facilitating smooth online lectures and interactions.

In addition, CCTV cameras have been installed in the college premises for the safety and monitoring of the students. The library, which is an essential resource for students, has a dedicated internet center equipped with sixteen machines. These machines are heavily used for searching databases, and library staff are always on hand to provide any assistance or guidance required.

In conclusion, the college's commitment to upgrading its IT infrastructure, including the internet connection and Wi-Fi facilities, has significantly contributed to enhancing the learning experience of its students and faculty.

| File Description  | Documents                 |
|---|---------------------------|
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | <a href="#">View File</a> |
| Any other relevant information  | No File Uploaded          |

#### 4.3.2 - Student – Computer ratio during the academic year

B.Ed.1:0.34, M.Ed.1:0.85, Ph.D.1:0.39

| File Description  | Documents                 |
|---|---------------------------|
| Data as per data template   | <a href="#">View File</a> |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | <a href="#">View File</a> |
| Any other relevant information  | No File Uploaded          |

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

**D. 50 MBPS - 250MBPS**

| File Description   | Documents                 |
|--|---------------------------|
| Receipt for connection indicating bandwidth  | <a href="#">View File</a> |
| Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth | <a href="#">View File</a> |
| 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**

Three of the above

| File Description  | Documents   |
|---|---|
| Data as per Data Template   | <a href="#">View File</a>   |
| Link to videos of the e-content development facilities                            | <a href="https://www.sndt.ac.in/index.php/cmc/video-gallery">https://www.sndt.ac.in/index.php/cmc/video-gallery</a>           |
| List the equipment purchased for claimed facilities along with the relevant bills | <a href="#">View File</a>   |
| Link to the e-content developed by the faculty of the institution                 | <a href="https://www.slideshare.net/nehanteendeo/edit-my-uploads">https://www.slideshare.net/nehanteendeo/edit-my-uploads</a> |
| 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)**

343983

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | <a href="#">View File</a> |
| 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

- The institute has a comprehensive policy in place for maintaining and utilizing physical, academic, and support facilities. The institute boasts a science lab, a psychology lab, and a computer lab, with regular computer maintenance performed through an annual maintenance contract. Any machines or instruments that can be repaired are promptly repaired, while non-repairable machines are disposed of as per guidelines set by the university authorities. Computers are available in various locations, including the library, administrative office, accounts office, staff room, method rooms, and the Principal's cabin.

The library is partially computerized using Slim21 Software and subscribes to Inlibnet-N-list, Knimbus, and other databases. An online Public Access Catalogue has been provided to optimize the use of library resources. The institute celebrates Granthotsav every year, and this year it was celebrated online due to the pandemic. Different competitions based on books are organized during this celebration.

The institute's gymkhana provides a platform for students to participate in outdoor and indoor sports events, with separate play grounds for outdoor sports that are maintained by the campus. Additionally, the institute has a centrally located gym facility.

The institute's classrooms are well-furnished, with four

of them being ICT-enabled. These rooms are used for conducting lectures, group discussions, presentations, seminars, workshops, role plays, and other academic activities. The institute also has an open-air auditorium and one ICT-enabled seminar hall.

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

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

|  |                         |
|--|-------------------------|
| <b>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</b> | <b>All of the above</b> |
|--|-------------------------|

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | <a href="#">View File</a> |
| Sample feedback sheets from the students participating in each of the initiative                                     | <a href="#">View File</a> |
| Photographs with date and caption for each initiative  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |



| <b>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</b>   | <b>Nine or more of the above</b> |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |
|--|----------------------------------|-----------|--|---------------------------|--|---------------------------|--|---------------------------|--|---------------------------|--------------------------------|-------------------------|--|
| <table> <tr> <th data-bbox="86 483 525 548">File Description</th><th data-bbox="525 483 1396 548">Documents</th></tr> <tr> <td data-bbox="86 548 525 613">Geo-tagged photographs</td><td data-bbox="525 548 1396 613"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 613 525 678">Any other relevant information</td><td data-bbox="525 613 1396 678"><a href="#">View File</a></td></tr> </table>   | File Description                 | Documents | Geo-tagged photographs                               | <a href="#">View File</a> | Any other relevant information                             | <a href="#">View File</a> |  |                           |  |                           |                                |                         |  |
| File Description   | Documents                        |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |
| Geo-tagged photographs   | <a href="#">View File</a>        |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |
| Any other relevant information   | <a href="#">View File</a>        |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |
| <b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>  |                                  |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |
| <table> <tr> <th data-bbox="86 1151 525 1216">File Description</th><th data-bbox="525 1151 1396 1216">Documents</th></tr> <tr> <td data-bbox="86 1216 525 1317">Data as per Data Template for the applicable options</td><td data-bbox="525 1216 1396 1317"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1317 525 1417">Institutional guidelines for students' grievance redressal</td><td data-bbox="525 1317 1396 1417"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1417 525 1597">Composition of the student grievance redressal committee including sexual harassment and ragging</td><td data-bbox="525 1417 1396 1597"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1597 525 1702">Samples of grievance submitted offline</td><td data-bbox="525 1597 1396 1702"><a href="#">View File</a></td></tr> <tr> <td data-bbox="86 1702 525 1767">Any other relevant information</td><td data-bbox="525 1702 1396 1767"><b>No File Uploaded</b></td></tr> </table> | File Description                 | Documents | Data as per Data Template for the applicable options | <a href="#">View File</a> | Institutional guidelines for students' grievance redressal | <a href="#">View File</a> | Composition of the student grievance redressal committee including sexual harassment and ragging | <a href="#">View File</a> | Samples of grievance submitted offline | <a href="#">View File</a> | Any other relevant information | <b>No File Uploaded</b> |  |
| File Description   | Documents                        |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |
| Data as per Data Template for the applicable options   | <a href="#">View File</a>        |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |
| Institutional guidelines for students' grievance redressal   | <a href="#">View File</a>        |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |
| Composition of the student grievance redressal committee including sexual harassment and ragging   | <a href="#">View File</a>        |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |
| Samples of grievance submitted offline   | <a href="#">View File</a>        |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |
| Any other relevant information   | <b>No File Uploaded</b>          |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |
| <b>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</b>   | <b>Four of the above</b>         |           |  |                           |  |                           |  |                           |  |                           |                                |                         |  |

|  |  |
|--|--|
| <b>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)</b> |  |
|--|--|

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data template   | <a href="#">View File</a> |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | <a href="#">View File</a> |
| Report of the Placement Cell  | <a href="#">View File</a> |
| 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 |
| 1 from M.Ed. and 1 from B.Ed.                           | 7 from M.Ed., 45 from B. Ed.        |

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template                                 | <a href="#">View File</a> |
| Reports of Placement Cell for during the year             | <a href="#">View File</a> |
| Appointment letters of 10 percent graduates for each year | <a href="#">View File</a> |
| 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).

|   |
|---|
| 3 |
|   |

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Details of graduating students and their progression to higher education with seal and signature of the principal | <a href="#">View File</a> |
| Documentary evidence in support of the claim  | <a href="#">View File</a> |
| 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)

1

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Copy of certificates for qualifying in the state/national examination | <a href="#">View File</a> |
| 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 institute has an active and engaged Student Council that is elected through a transparent process in accordance with UGC guidelines. The Student Council includes representatives for all extracurricular and co-curricular activities, who serve on various committees according to their defined roles and functions. The Student Council, in consultation with its Faculty Advisor and Faculty Advisory Committee, plays a proactive role in organizing major events such as Orientation Day, Independence Day, Republic Day, and cultural and sports activities.

The Student Council also contributes to the success of the institute's annual gathering and other traditions, including the Women Empowerment Lecture Series, where members introduce guest speakers. They are actively involved in organizing and promoting various state, national, and international level workshops,

seminars, and conferences, and play a vital role in creating posters and maintaining records of these programs.

Above all, the Student Council is always available to provide support and assistance to anyone in need. Their proactive involvement and dedication to the institutional functioning contribute to the overall welfare of the students.

| File Description  | Documents                 |
|---|---------------------------|
| Copy of constitution of student council signed by the Principal                             | <a href="#">View File</a> |
| List of students represented on different bodies of the Institution signed by the Principal | <a href="#">View File</a> |
| Documentary evidence for alumni role in institution functioning and for student welfare     | <a href="#">View File</a> |
| Any other relevant information  | No File Uploaded          |

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

12

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Reports of the events along with the photographs with captions and dates | <a href="#">View File</a> |
| Copy of circular / brochure indicating such kind of events               | <a href="#">View File</a> |
| 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 institute has an active and supportive Alumni Association that plays a significant role in the development of the institution. The alumni members are well-established in the

education field and are in contact with other alumni across the country and abroad. The Association supports the College and present students in various activities.

The Alumni Association members collaborate with the institute staff to create job opportunities for present students by sharing information about vacancies. They also organize various programs for the College, including music programs and street plays.

Some alumni who are experts in different subjects provide valuable assistance by conducting lectures during the SET/NET/TET orientation program. They also help the College by conducting lectures when the staff is busy with University confidential work.

In 2020-21, the College conducted an International Conference on School Education in various countries, where all the resource persons were alumni. The Association provides their expertise in evaluating students' work in various competitions.

In summary, the Alumni Association's significant contributions include job opportunities for present students, organizing various programs, providing expert lectures, and evaluating students' work. Their ongoing support has a positive impact on the development of the institution.

| File Description   | Documents                 |
|--|---------------------------|
| Details of office bearers and members of alumni association      | <a href="#">View File</a> |
| Certificate of registration of Alumni Association, if registered | <a href="#">View File</a> |
| 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**

Five/Six of the above

| File Description  | Documents                 |
|---|---------------------------|
| Documentary evidence for the selected claim                                       | <a href="#">View File</a> |
| Income Expenditure statement highlighting the alumni contribution                 | <a href="#">View File</a> |
| Report of alumni participation in institutional functioning for the academic year | <a href="#">View File</a> |
| 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   | <a href="#">View File</a> |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | <a href="#">View File</a> |
| 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

The Alumni Association serves as a vital support system for the institution by motivating students and recognizing, nurturing, and furthering their special talents. Alumni who are currently working in the education field observe the changes in new learners and share their wisdom with present students, often through videos and important information shared via WhatsApp. This guidance helps to develop professional characteristics in future teachers and widen their horizons through extracurricular activities.

In addition to sharing knowledge and guidance, the Alumni Association also motivates students by serving as role models. Their success stories encourage present students to pursue

different opportunities and aim for greatness. The Alumni Association also helps to recognize and nurture the special talents of present students, often by conducting competitions and evaluating their work. Their support plays a crucial role in boosting the confidence of present students and motivating them to strive for excellence. Overall, the Alumni Association serves as an effective support system that fosters a culture of growth and development within the institution.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| 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.

The institute has an effective governance mechanism that reflects the institute's vision and mission. The Principal heads the college management and coordinates the functions of the institution, while various committees comprising members of teaching and non-teaching faculty handle curricular, co-curricular and administrative affairs. Heads of departments are authorized to monitor routine functions and decision making, which are duly recognized by the Principal. The institute promotes a democratic environment of equity to conduct affairs smoothly and satisfactorily.

The institute's vision and mission itself define the nature of governance, and perspective plans are prepared accordingly. To implement these plans, various committees are formed where teachers, students, non-teaching staff, and alumni participate. The vision of the college is to develop empowered, creative, and constructivist women teachers who are enlightened with global educational trends. The mission is to create a conducive learning environment of innovation and research through constructivist teaching-learning. This mechanism ensures that the institution's decisions are participatory and in tune with its vision and mission, contributing to effective leadership.

| File Description  | Documents                 |
|---|---------------------------|
| Vision and Mission statements of the institution  | <a href="#">View File</a> |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | <a href="#">View File</a> |
| Documentary evidence in support of the claim  | <a href="#">View File</a> |
| 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

SNDT College of Education, a constituent college of SNDT Women's University, practices decentralization and participative management. The Principal, as the academic head of the institution, is granted sufficient autonomy to achieve the institution's vision and mission. Academic responsibilities are distributed equitably among all staff members, with committees formed for academic and co-curricular activities. These committees are displayed at the beginning of each academic year for transparency. The Principal holds regular meetings with staff to discuss various issues before making final decisions. Department Heads monitor their respective departments. This participative decision-making approach fosters staff involvement in improving institutional effectiveness and efficiency. The institution encourages staff input and suggestions, fostering a culture of openness to new ideas. Through decentralization and participative management, the institution creates a shared sense of responsibility for achieving its vision and mission, improving the quality of educational provisions. The college administration believes in staff ownership and accountability for the institution's development, leading to a sense of pride and satisfaction in their contributions.

| File Description   | Documents                 |
|--|---------------------------|
| Relevant documents to indicate decentralization and participative management | <a href="#">View File</a> |
| Any other relevant information   | No File Uploaded          |



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

The SNDT College of Education ensures complete transparency in its financial, academic, administrative, and other functions. As a government-aided college and a constituent of the S.N.D.T. Women's University, it strictly adheres to all rules, regulations, and decisions made by the government and the university. The college immediately circulates all government, UGC, and university circulars to the concerned persons and decisions are made through staff meetings, where all curriculum transactions, academic and administrative matters are discussed.

The college displays notices on notice boards and circulates them through student groups to keep everyone informed. Any examination-related notices declared by the University Examination Department are immediately communicated to the students. The financial requirements are discussed in the finance committee, and quotations are called for purchasing. The college accepts the least-rated quotation to ensure transparency in financial transactions.

The college maintains complete transparency in its administrative work and ensures that all decisions are made with the involvement of all stakeholders. It is committed to following all rules and regulations laid down by the government and the university and ensures that all information is made available to concerned individuals. The college's efforts towards maintaining transparency in its financial, academic, administrative, and other functions contribute to building trust and confidence among its stakeholders.

| File Description   | Documents                 |
|--|---------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## 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 a well-defined strategic plan that outlines

objectives for quality improvement, innovative curriculum design, enhanced student support systems, improved student success rates, research culture, and the integration of life skills. All staff members are involved in the strategic planning process to ensure everyone works towards achieving the objectives.

As part of the strategic plan, the institution adopted a student-led conference approach this year to promote teacher facilitation over traditional teaching methods. The conference allowed students to showcase their various attributes and skills, giving them exposure and building their confidence.

By embracing this student-led approach, the institution was able to fulfill its strategic objective of emphasizing multi-dimensional evaluations of student learning outcomes, which are better aligned with employers' expectations. The institution will continue to evaluate and refine its strategic plan to achieve its objectives and maintain a high-quality teaching and learning environment.

| File Description  | Documents   |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | <a href="http://sndtiase.ac.in/college/">http://sndtiase.ac.in/college/</a> |
| Documentary evidence in support of the claim                        | <a href="#">View File</a>   |
| 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.

The institution governs our college, with the Principal being responsible for overseeing the implementation of plans. Regular feedback from conveners, teaching and non-teaching staff ensures smooth day-to-day operations. Committees are formed at the beginning of each year, assigned tasks according to institutional plans. CDC and IQAC aid in the effective functioning of the institution, while various committees for curricular and co-curricular activities enhance students' overall development. Administrative Committees, including Examinations, Scholarships, Discipline, Sports, Admissions, Library, Hostel, Day Celebration, Lesson Planning, Internship, etc., ensure the smooth conduct of administrative activities as

per academic body and government rules, headed by senior faculty to guide. The college has four academic sections: B.Ed., M.Ed, Ph.D, and RCI approved PGDDRM. Each section has a coordinator who guides and gives directions to all staff members to ensure smooth functioning. Overall, the functioning of institutional bodies is effective and efficient, evident in policies, administrative setup, appointment and service rules, and procedures.

| File Description                                | Documents   |
|---|---|
| Link to organogram on the institutional website | <a href="http://sndtiase.ac.in/college/">http://sndtiase.ac.in/college/</a> |
| Documentary evidence in support of the claim    | <a href="#">View File</a>   |
| Any other relevant information                  | <a href="#">View File</a>   |

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

Five/Six of the above

| File Description                               | Documents                 |
|--|---------------------------|
| Data as per Data Template                      | <a href="#">View File</a> |
| Screen shots of user interfaces of each module | <a href="#">View File</a> |
| Annual e-governance report                     | <a href="#">View File</a> |
| Geo-tagged photographs                         | <a href="#">View File</a> |
| 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.

The Internal Quality Assurance Cell (IQAC) of our college made a decision to organize a Research Methodology FDP for the faculty. The matter was discussed in the staff meetings held on 12th

August 2020 and 21st August 2020. In the meeting held on 1st March 2021, resource persons were identified for the workshop. Subsequent discussions were held on WhatsApp and the course was finally conducted from 19th July to 24th July 2021. The workshop was interactive and attended by eight faculty members along with a few Ph.D. students.

The participants were motivated by the resource persons and learned the guidelines for presenting research proposals. As a result, a few staff members prepared their proposals and sent them to the Indian Council of Social Science Research (ICSSR) for approval. One of the proposals was successfully sanctioned.

The successful implementation of this decision can be seen as a result of effective functioning of the QAC and its commitment towards promoting research culture in the institution.

| File Description  | Documents                 |
|---|---------------------------|
| Minutes of the meeting with seal and signature of the Principal | <a href="#">View File</a> |
| Action taken report with seal and signature of the Principal    | <a href="#">View File</a> |
| 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

SNDT Women's University's government-aided college provides its teaching and non-teaching staff with various welfare measures. The college offers summer, Diwali, and Christmas vacations along with all government holidays declared by the government. Maternity leave for 180 days and paternity leave for 15 days are provided to employees.

The institution also provides General Provident Fund and DCPS schemes to the employees. Medical insurance facilities are available for the staff members. The college also offers casual leave, medical leave, and study leave according to the need and request of the employees.

Other leave facilities such as half-pay leave, without-pay

leave, sabbatical leave, leave for pursuing Ph.D., etc., are also in place. Additionally, employees can join the society and take advantage of it. The college also provides a festival advance facility to the employees.

These welfare measures are implemented effectively to ensure the well-being of both teaching and non-teaching staff members.

| File Description   | Documents                 |
|--|---------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal                  | <a href="#">View File</a> |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | <a href="#">View File</a> |
| 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

10

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Institutional Policy document on providing financial support to teachers    | <a href="#">View File</a> |
| E-copy of letter/s indicating financial assistance to teachers              | <a href="#">View File</a> |
| Certificate of participation for the claim                                  | <a href="#">View File</a> |
| Certificate of membership   | <a href="#">View File</a> |
| Income Expenditure statement highlighting the financial support to teachers | <a href="#">View File</a> |
| 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.

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Brochures / Reports along with Photographs with date and caption | <a href="#">View File</a> |
| List of participants of each programme                           | <a href="#">View File</a> |
| 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**

| File Description                       | Documents                 |
|--|---------------------------|
| Data as per Data Template              | <a href="#">View File</a> |
| Copy of Course completion certificates | <a href="#">View File</a> |
| 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 has a well-organized performance appraisal system that is conducted annually in a consistent manner. The S.N.D.T. Women's University sends confidential reports for each teaching and non-teaching staff member to be filled in the month of March.

The employees are required to provide their basic information and then do a self-appraisal in the form. The Principal checks it and reports it to the reviewing officer of the university. The process is strictly followed, and each employee's performance is evaluated based on various factors such as their teaching skills, research activities, contribution to the institution, and other relevant aspects.

The feedback provided through this process helps employees to identify areas that need improvement and work towards their

professional development. This system ensures that the staff members are motivated to perform better and contribute to the institution's growth.

The institution also provides opportunities for professional development through training programs, workshops, and conferences, which further help in improving the performance of the staff members.

| File Description   | Documents                 |
|--|---------------------------|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal     | <a href="#">View File</a> |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | <a href="#">View File</a> |
| 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

As a constituent college of SNDT Women's University, our institution follows a rigorous process for internal and external financial audits. The Finance and Account Committee of SNDT Women's University appoints the agency for both internal and external audits of our college. The audit reports of all constituent colleges and departments are presented to the Finance & Account Committee for approval, and subsequently to the Senate of SNDT Women's University for final approval.

The audit for the financial year 2021-2022 is currently ongoing and expected to be completed by the end of May. The audit process involves a thorough examination of financial records, including income and expenditure statements, balance sheets, and other relevant financial documents.

In case of any audit objections, our institution has a well-defined mechanism for resolving them. The objections are reviewed by a designated committee, and necessary corrective measures are taken to rectify any discrepancies. We prioritize transparency and accuracy in financial matters and ensure that

all audit objections are resolved in a timely and effective manner.

| File Description   | Documents                 |
|--|---------------------------|
| Report of Auditors of during the year signed by the Principal.                         | <a href="#">View File</a> |
| List of audit objections and their compliance with seal and signature of the Principal | <a href="#">View File</a> |
| 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)**

0.40 Lakhs Rs

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | <a href="#">View File</a> |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given                                       | <a href="#">View File</a> |
| 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 follows a systematic approach for mobilization of funds and its optimal utilization. Being a part of SNDT Women's University, all financial decisions are managed by the University finance department, which is headed by the Finance Officer. The annual budget is formed based on the institution's requirements, and the same is discussed with the Chief Accounts Officer/Financial Advisor for the allotment of funds under different heads. Throughout the financial year, the allotments



are made to the institution via the Budget Evaluation and Management System.

To ensure optimal utilization of funds, the institution strictly follows the rules and regulations and is subjected to government audits. Funds are mobilized from a specific percentage of the fee collected from the students, which are grouped under the heading of "Local Funds." These funds are utilized for the benefit of students and for meeting other minor expenses of the college. To ensure the optimal utilization of these funds, the institution has established college development and purchasing committees.

The institution continuously strives to mobilize more funds through various initiatives like seeking grants, organizing fundraising events, and collaborating with corporate partners. The funds mobilized through these initiatives are utilized optimally, keeping in mind the best interests of the institution and its stakeholders.

| File Description  | Documents                 |
|---|---------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | <a href="#">View File</a> |
| 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

The institution has implemented various quality assurance strategies through the Internal Quality Assurance Cell (IQAC) to enhance the quality of the institution. The faculty members are encouraged and supported to participate in various training programs related to teaching-learning processes and research. Teachers are also involved in examination evaluation processes. The IQAC also provides guidelines and assistance to the students for post-Matric scholarships. Students are provided with opportunities to participate in various intra-college and inter-college level events and competitions. Additionally, skill enhancement courses are introduced for various subjects, and new courses in music and drama have been started.

Regular meetings of the IQAC are conducted under the guidance of the principal to discuss improvement suggestions for better implementation of the curriculum. The institution provides advanced technology and teaching aids such as charts, models, LMS, and LCDs for effective teaching-learning processes. Laboratories are equipped with necessary teaching aids for practical sessions. Overall, the IQAC has significantly contributed to institutionalizing the quality assurance strategies to enhance the quality of the institution in all spheres.

| File Description  | Documents                 |
|---|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | <a href="#">View File</a> |
| 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 takes the process of reviewing its teaching-learning process very seriously, and uses multiple methods to ensure that the process is effective. The IQAC meetings provide a platform for discussion and feedback on teaching-learning processes, and regular staff meetings are also held to discuss new policies, trends and technology developments. In addition, the institution encourages the use of technology and social media in teaching-learning, and provides opportunities for faculty to undergo workshops to learn new technologies.

To ensure that the students' needs and expectations are met, the principal remains in touch with the students and encourages teachers to make necessary changes to their teaching-learning process. The institution also takes feedback from students through feedback forms, and regularly analyzes the feedback received in the last five years. Based on this analysis, the institution makes necessary changes in infrastructure, and purchases multilingual books for the library. The faculty members take the feedback of their teaching-learning work personally and make changes accordingly. To make the feedback process more efficient, the institution has shifted to online

feedback forms using Google forms in the last two academic years.

| File Description  | Documents                 |
|---|---------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information  | No File Uploaded          |

### 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  | <a href="#">View File</a> |
| Report of the work done by IQAC or other quality mechanisms                                      | <a href="#">View File</a> |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | <a href="#">View File</a> |
| 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**

Three of the above

| File Description   | Documents   |
|--|---|
| Data as per Data Template                                  | <a href="#">View File</a>   |
| Link to the minutes of the meeting of IQAC                 | <a href="http://sndtiase.ac.in/igac/">http://sndtiase.ac.in/igac/</a> |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC    | <a href="http://sndtiase.ac.in/igac/">http://sndtiase.ac.in/igac/</a> |
| Consolidated report of Academic Administrative Audit (AAA) | <a href="#">View File</a>   |
| e-Copies of the accreditations and certifications          | <a href="#">View File</a>   |
| • Supporting document of participation in NIRF             | No File Uploaded  |
| Feedback analysis report                                   | <a href="#">View File</a>   |
| 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 SNDT College of Education has made impressive strides in quality assurance initiatives resulting in incremental improvements in various domains. One such area is Curriculum Development, where the institution has consistently brought qualitative changes to the curriculum. The current curriculum is in line with NCTE expectations and NCERT suggestions and includes 7 EPCs and 11 theory courses, providing a comprehensive understanding of the education process.

Student Support Services offered by the institution have also been a focus of improvement, with the institution providing access to resources necessary for academic and personal success. Workshops are conducted to enhance technical and professional competencies, and mentor groups comprising both students and faculty members provide personalized guidance and support.

In the previous accreditation cycle, the institution achieved significant incremental improvements in the domain of research and innovation, establishing a research center and introducing an interdisciplinary research program that encourages collaboration between departments. Additionally, the use of technology in teaching and learning has been enhanced through the introduction of a Learning Management System (LMS) that provides a platform for faculty members and students to collaborate and engage in online learning.

Through these quality assurance initiatives, the institution has been able to significantly improve the quality of its educational provisions and academic standing. The institution's dedication to improvement and innovation is commendable, and its efforts have resulted in the holistic development

| File Description                                      | Documents                 |
|---|---------------------------|
| Relevant documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information                        | No File Uploaded          |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

The Institution has a well-defined energy policy that emphasizes energy conservation and the use of alternative sources to meet its power requirements. To reduce energy consumption, the college encourages the use of natural light in classrooms, thereby minimizing the use of electricity. Students are made aware of the importance of energy conservation and are encouraged to turn off the lights and other electrical appliances when not in use. To reinforce this behaviour, the college has put up stickers near every electrical switch board with the message "SWITCH OFF" when not in use.

In addition, the college has taken steps to reduce energy consumption in its computer lab. Students are required to switch off all computers and other electrical devices when not in use,

thereby reducing the amount of energy consumed.

The college believes that by instilling these simple habits and practices, students will learn to become responsible individuals who are mindful of the environment. The benefits of saving energy during college times go beyond the immediate savings on energy bills. Students develop self-discipline, learn the importance of simple actions, and become socially responsible. Overall, the college's energy policy reflects its commitment to environmental sustainability and responsible citizenship.

| File Description                     | Documents                 |
|--------------------------------------|---------------------------|
| Institution's energy policy document | <a href="#">View File</a> |
| Any other relevant information       | <a href="#">View File</a> |

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 a well-defined policy for waste management and implements it with utmost diligence. To ensure effective waste disposal, a large number of dustbins are placed across the campus, segregated into three categories: dry waste, wet waste, and electrical waste. Trained personnel from the "SWACHH" organization collect the segregated waste on a daily basis, maintaining the cleanliness of the campus.

The health and hygiene of students are of prime concern, and the institution provides easy access to hygienic sanitary napkins through a sanitary napkin vending machine installed in the toilets. The machine also disposes of used sanitary napkins, promoting a cleaner and healthier environment.

In an effort to minimize waste, the institution has devised an innovative solution to make productive use of dry leaves. During autumn, the leaves are collected and used to make charcoal in a charcoal furnace. This charcoal is used as fertilizer for the trees on the campus. The institution has conducted training and demos on charcoal-making for non-teaching staff and students, instilling a sense of responsibility towards the environment.

The institution ensures that wastewater is collected

systematically through proper drainage and channeled into soakage pits to avoid any leakage. The institution has also minimized e-waste, and any remaining electronic waste is sold to vendors for recycling. Additionally, the money generated from the sale of e-waste is utilized to plant more trees and plants on the campus, contributing to the overall environmental health of the institution.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

**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         | <a href="#">View File</a> |
| Geo-tagged photographs  | <a href="#">View File</a> |
| Income Expenditure statement highlighting the specific components | <a href="#">View File</a> |
| Any other relevant information                                    | <a href="#">View File</a> |

**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 | <a href="#">View File</a> |
| Documentary evidence in support of the claim                      | <a href="#">View File</a> |
| Geo-tagged photographs  | <a href="#">View File</a> |
| Any other relevant information                                    | <a href="#">View File</a> |

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

The SNTD Women's University's Pune Campus is committed to maintaining cleanliness, sanitation, and a green cover to provide a pollution-free healthy environment. To achieve this, the campus office has appointed an agency to take care of cleanliness and maintenance of all institutions and departments. The campus is more than 100 years old and is fully covered with greenery, which is well maintained by all the institutions and departments. Our institution contributes to the green campus by planting trees frequently throughout the year, resulting in a pollution-free, clean, and healthy environment.

To maintain air pollution-free, the institution has prohibited students from bringing their vehicles inside the campus and have provided parking at the two entrances. The drainage system is underground and the toilets and washrooms are kept clean by the hired agency.

Our institution also celebrates different days to create awareness regarding environment protection, such as Vasundhara Din (22nd April), World Environment Day (5th June), and World Population Day (11th July). In 2021-22, an orientation programme was organized on using silicon cups instead of sanitary napkins. Moreover, the institution organized a workshop on Best out of Waste jointly with SNTD Art's & Commerce College in March 2022. All these efforts aim to maintain a pollution-free and healthy environment for the students and staff at the SNTD Women's University's Pune Campus.



| File Description  | Documents                 |
|---|---------------------------|
| Documents and/or photographs in support of the claim  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |
| <b>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</b> |                           |
| <b>Four of the above</b>  |                           |
| File Description  | Documents                 |
| Videos / Geotagged photographs related to Green Practices adopted by the institution  | <a href="#">View File</a> |
| Circulars and relevant policy papers for the claims made  | <a href="#">View File</a> |
| Snap shots and documents related to exclusive software packages used for paperless office   | <a href="#">View File</a> |
| Income- Expenditure statement highlighting the specific components  | <a href="#">View File</a> |
| <b>7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</b>  |                           |
| <b>106,380.00</b>   |                           |
| File Description  | Documents                 |
| Data as per Data Template   | <a href="#">View File</a> |
| Income Expenditure statement on green initiatives, energy and waste management  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |
| <b>7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the</b>   |                           |

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 created for pollution 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 | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

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

C. Any 2 of the above

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

### 1) Continuous efforts to enhance ICT skills

This is our institution's regular practice that we take constant efforts to enhance the use of technology in all the workings. For that purpose, we conduct various workshops, seminars & conferences. The details are as follows.

In the past three years, our institute organized four different programmes. A "Three Days National Workshop" on the Preparation of e-Content for Evaluation from 22nd June 2020 to 24th June 2020. A 4 days workshop was organized from 7 July to 10 July 2021 for school teachers. In that 9 schools participated. In that, our alumni students trained them in the preparation of PPT, GIF videos, Google forms, Feedback forms, Broachers & Flyers, etc. We planned a national-level workshop on the Creation of Educational GIF on 20 Feb 2022.

2) Eco-Friendly and Green Campus-Our institute resolved to work with stakeholders to foster a culture of self-sustainability and eco-friendly campus. The time-bound strategies are developed to implement green campus initiatives. At the outset, a committee

comprising faculty from various departments is constituted in IQAC. It was entrusted with the task of formulating strategies for a clean and green campus. This helps in strengthening the eco-campus. Following are the initiatives for making an eco-friendly campus. We work with various NGOs like SWACHH, Rotary, Lions Club, NYKS, PMC, We Foundations, etc. to create awareness among students. To keep the campus eco-friendly, Plantation, Energy Conservation & Waste Management are the major activities.

| File Description  | Documents                 |
|---|---------------------------|
| Photos related to two best practices of the Institution | <a href="#">View File</a> |
| Any other relevant information                          | <a href="#">View File</a> |

### 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 workshop on GIF making organized by our institute demonstrated our commitment to creating an environment that promotes innovative and research-based learning through constructivist curriculum transaction. 105 B.Ed. & M.Ed. students participated in the workshop, which was designed to enhance their creativity, critical thinking, and problem-solving skills, essential for achieving successful learning outcomes.

The students were introduced to the basics of GIF making and given hands-on experience in creating their own GIFs. The workshop was structured to encourage collaboration, experimentation, and innovation among the participants. Students were divided into small groups and assigned specific themes, allowing them to share ideas and learn from each other, creating unique and visually appealing GIFs.

Research and exploration were also encouraged during the workshop, as students had to search for suitable images and videos to use in their GIFs. This improved their research and digital literacy skills, enhancing their overall learning experience.

The constructivist curriculum transaction approach ensured that

the learning experience was student-centered, interactive, and meaningful. The students were actively involved in their learning process, connecting their new knowledge and skills with their prior learning and experiences.

In conclusion, the workshop on GIF making organized by our institute was a testament to our dedication to fostering an environment that promotes innovation and research-based learning. The participation of 105 B.Ed. & M.Ed. students demonstrated the effectiveness of our approach in achieving our mission statement.

| File Description  | Documents                 |
|---|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | <a href="#">View File</a> |
| Any other relevant information  | No File Uploaded          |