



YEARLY STATUS REPORT - 2022-2023

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 Pitamber 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 University
Mumbai**
- Name of the IQAC Co-ordinator/Director **Dr.Neha 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) **nehaniteendeo@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) **https://assessmentonline.nnaac.gov.in/public/index.php/hei/generateAqar_HTML hei/MT gxMzy**

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
Cycle 1	B++	83.25	2004	08/01/2004	07/01/2009
Cycle 1	A	3.01	2017	02/05/2017	01/05/2022

6.Date of Establishment of IQAC

04/03/2005

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Dr .Meena Aher	Minor Research Project	ICSSR	23/03/2021	72000

8.Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC **No File Uploaded**

9.No. of IQAC meetings held during the year **02**

- 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) **No File Uploaded**

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. IQAC filled up AQAR of 2021-22 2. IQAC organised workshop on Reading Skill in Association with Jnana Prabodhini, Pune on 18 March 2023 3. IQAC organised Teaching Aid Technique workshop in association with Agastya Foundation on 9 May 2023 4. IQAC checked CAS documents of teaching staff for their promotion

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 conduct National Conference	Conducted National conference on the theme Role of Education in Sustainable Development on 6-7 January 2024
2. To do MOU with Educational Institutes for getting more knowledge to student teachers.	Done MOU with Agastya Foundation
3. To organize workshop on Teaching Aid Techniques for the batch 2023-25	Organised workshop on Teaching Aid Techniques on 29 Feb 2024
4. To start writing SSR of the college	SSR writing is started

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	01/05/2023

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Designation	Principal
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• Mobile (IQAC)	9822896342				
• IQAC e-mail address	office@educationcollegepune.sndt.ac.in				
• Alternate e-mail address (IQAC)	nehaniteendeo@gmail.com				
3.Website address	sndtiase.ac.in				
• Web-link of the AQAR: (Previous Academic Year)	https://assessmentonline.nnaac.gov.in/public/index.php/hei/generateAqar_HTML_hei/MT_gxMzy				
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• 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				
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<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
IQAC	01/05/2023
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-2023	13/05/2023
15. Multidisciplinary / interdisciplinary	
<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 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. SNDDT College of Education itself is an interdisciplinary institution. The postgraduate department is included in the interdisciplinary faculty. The curriculum of M.Ed. & B.Ed. includes subjects with a theoretical base in philosophy, sociology, psychology, economics,</p>	

management, politics, & many others.

16.Academic bank of credits (ABC):

SNDT College of Education, Pune is a Constituent College of SNDT 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 SNDT 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 86 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 & Interrelated subject subscribed in B.Ed. & M.Ed. Several workshops are organized throughout the year. This year college has organized Workshop on poster making developing skills in performing arts, also use ICT presentations and during assignments of theory courses. All faculty members ask students to perform presentations on their theory topic. They are given ample opportunity to demonstrate their performing arts skills, 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, Surya namaskar & meditation, etc are practiced regularly Apart from all these, the Life skills 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 Page Annual Quality Assurance Report of S. N. D. T. COLLEGE OF EDUCATION 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 integrate Indian Knowledge system.

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

Focus on Outcome based education (OBE): Focus on Outcome based education (OBE): SNDT College of Education offers various programs. All these programs 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:

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 SNDT College of Education, all the courses are full-time, compulsory, & regular. But as per the needs of the pandemic situation, we conducted the classes offline as well as online. Ph.D. presentations, some workshops, and lectures were conducted in online mode. This year (2022-2023), the college has organized a three-week TET workshop and a one week SET/NET workshop for their students. Many students wanted to participate from all over Maharashtra, so for their convenience, the college arranged these workshops in online mode. Online education system has benefited many students. A workshop on the creation of educational materials 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

2.1 123

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 100

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 50%

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

File Description	Documents
Data Template	View File

2.4 52

Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5 Number of graduating students during the year		04
File Description	Documents	
Data Template	View File	
2.6		71
Number of students enrolled during the year		
File Description	Documents	
Data Template	No File Uploaded	
2. Institution		
4.1		10,0000
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2		20
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	View File	
Data Template	No File Uploaded	
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	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which

A. All of the Above

**are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://sndtiase.ac.in/b-ed-program/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

22

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year	
3	
1.2.2.1 - Number of value-added courses offered during the year	
3	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
50	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
50	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above

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

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

5

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

43

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

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

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

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school

system Functioning of various Boards of School Education Functional differences among them
Assessment systems Norms and standards State-wise variations International and comparative
perspective

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

1. Deveolpment 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 amillarized 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	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them

ready for the professional field in not more than 100-200 words

The 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 SNT 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	No File Uploaded
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

91

2.1.1.1 - Number of students enrolled during the year

91

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

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

55

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

55

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

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

1

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

1

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The institution 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	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

B.Ed - 16:1, 13:1

2.2.4.1 - Number of mentors in the Institution

9

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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, problemsolving 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 casestudies, 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	View File
Any other relevant information	View File

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

9

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/NjElMjc3Nzk1MjU1
Any other relevant information	No File Uploaded

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

72

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://classroom.google.com/c/NjElMjc3Nzk1MjU1
Any other relevant information	No File Uploaded

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

The 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. The institution encourages students to participate in group activities, assign group projects, and provide feedback on group performance. 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. To develop conduct of self with colleagues and authorities we encourage students to develop good interpersonal skills, effective communication, and ethical behaviour. As mentors we allwe help students to manage stress 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	View File
Any other relevant information	View File

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

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

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

SNDDT College of Education, Pune always nurtures creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among students through various curricular and cocurricular programs.

Through Courses like " Childhood and Growing U"p and "Teaching Learning Process" we give theoretical knowledge of life skills such as empathy, coping with stress., problem solving, critical thinking and creative thinking

Through Subject Education - we teach theory of problem solving method

Through practical work such as practice lesson, iInternship we give experience of decision making.

Following are the few examples of last year which helped nurtuturing some specific life skills in the year 2022-23.

Script Writing Activity- nurtured creativity, innovtiveness and thinking skills.

Students have written scripts on NEP 2020, Food habits of school going students which nurtured creativity, innovativeness.

The activity -Best from Waste- nurtured creatiity, innovativeness.

Workshop on Women Scientists- nurtured life skill - Self Awareness, and effective communication

Women's Day Program - 'She- Unique from Common'- nurtured empathy, self awareness.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include
Organizing Learning (lesson plan)
Developing Teaching Competencies
Assessment of Learning Technology Use and Integration
Organizing Field Visits
Conducting Outreach/ Out of Classroom Activities
Community Engagement
Facilitating Inclusive Education
Preparing Individualized Educational Plan(IEP)

All of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

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

2.4.3 - Competency of effective communication is developed in students

All of the above

through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	
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File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	Four of the above
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive	Four of the above
---	--------------------------

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

The institution systematically plans the internship programme with necessary preparedness to ensure that students receive optimal learning opportunities while working in schools.

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. 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	View File
Any other relevant information	View File

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

2.4.9.1 - Number of final year students during the academic year

67

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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

Nine/All of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

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. 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. 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	View File
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)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

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

2.5 - Teacher Profile and Quality

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

10

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded

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

9

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

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

9

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

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

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

Teachers 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	View File
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 an almost 100% submission rate. Class tests and assignment 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	View File
Any other relevant information	View File

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

Five of the above

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

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

The 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 the 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 the academic calendar to stakeholders. Any directives from the university pertaining to examinations and the 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	View File
Any other relevant information	View File

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

The 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 the 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	View File
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 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 ensures 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	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

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

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

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	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

65

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey
2.8.1 - Online student satisfaction survey regarding teaching learning process
1. Majority of the students gave high rating to Syllabus transaction, syllabus completion, teaching learning method, whether classes conducted as per timetable, provide equal opportunity to all .
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
01

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

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)
1,20,000

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money	Two of the above
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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															
<table> <tr> <th data-bbox="71 459 539 533">File Description</th><th data-bbox="539 459 1436 533">Documents</th></tr> <tr> <td data-bbox="71 533 539 600">Data as per Data Template</td><td data-bbox="539 533 1436 600">View File</td></tr> <tr> <td data-bbox="71 600 539 701">Institutional Policy document detailing scheme of incentives</td><td data-bbox="539 600 1436 701">No File Uploaded</td></tr> <tr> <td data-bbox="71 701 539 801">Sanction letters of award of incentives</td><td data-bbox="539 701 1436 801">No File Uploaded</td></tr> <tr> <td data-bbox="71 801 539 981">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td><td data-bbox="539 801 1436 981">No File Uploaded</td></tr> <tr> <td data-bbox="71 981 539 1081">Documentary evidence for each of the claims</td><td data-bbox="539 981 1436 1081">No File Uploaded</td></tr> <tr> <td data-bbox="71 1081 539 1153">Any other relevant information</td><td data-bbox="539 1081 1436 1153">No File Uploaded</td></tr> </table>	File Description	Documents	Data as per Data Template	View File	Institutional Policy document detailing scheme of incentives	No File Uploaded	Sanction letters of award of incentives	No File Uploaded	Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded	Documentary evidence for each of the claims	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents														
Data as per Data Template	View File														
Institutional Policy document detailing scheme of incentives	No File Uploaded														
Sanction letters of award of incentives	No File Uploaded														
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded														
Documentary evidence for each of the claims	No File Uploaded														
Any other relevant information	No File Uploaded														
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports															

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

11

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
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	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

6

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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

206

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

206

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

206

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	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	No File Uploaded
Report of each outreach activity signed by the Principal	View File
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	No File Uploaded
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

0

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

0

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

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

1

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has excellent infrastructural facilities

Classrooms: The classrooms are utilized for lectures, mentor group meetings, micro teaching, simulated teaching, seminar cum paper presentation, association activities, conduction of written and practical examinations etc. Multi-Purpose and Seminar Hall (an ICT enabled) are utilized for organizing Special Lectures, Conferences and Seminars, Morning Assembly, Celebration of Special Days, Alumni Meets, Conduction of Examinations and other co-curricular activities.

Laboratory: There is a computer laboratory, a language laboratory, a Science laboratory and a Psychology laboratory. Which are well maintained and used carefully by staff and students.

Library: Well-furnished and semi-automated with books and magazine/journals. Education college Library has separate floor in central library. The collection includes reference books, , CDs, theses, dissertations, etc. e-resources, E-journals, databases etc..

Sports field: The institute focuses on overall development of students and hence, a separate sports field to support all sports and games and also extracurricular activities is established

Fitness centre: Well-maintained fitness centre with all advanced equipment on first floor of the canteen.

Day care centre: Many students coming to college are married. Considering this University started a day care centre for kids of our students. It has huge space and well qualified staff to take care of the kids.

Canteen: Canteen surrounded with greenery with a seating capacity of fifty students.

Skill Development centre: It is situated in the campus. Student use this facility

Hostel: Hostel facility for outstations student is available. Hostel is equipped with solar power for water heating.

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

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	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://sndtiase.ac.in/wp-content/uploads/4.1.2.2-Rooms-with-ICT-1.pdf
Any other relevant information	No File Uploaded

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

114752

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The automation was started in 2009. Library management system that is used in our library is 'SLIM-21' SLIM21 is multi-user, multi-tasking integrated library management software working either on a single machine or in a client-server multi-platform environment. SLIM21 helps you catalogue books, films, sound recordings, drawings, clippings, articles, reports, letters, pamphlets, serials publications etc.

- SLIM works with windows and uses Unicode that means SLIM can handle data in any script, Marathi, Hindi and English. SLIM21 Cataloguing based on AACR2 (Anglo American Cataloguing Rules).
- It catalogues any type of material: • Books • Articles • Slides • Maps • Audio / video • Films cassettes • Texts • Drawings • Clippings • Serial publications • Software • Standards and many more.
- SLIM Circulation system is based on lending rules that defined by the University. It covers: • Member information • Registration card with member's photograph and barcode ID • User specified code of member ID • Loans and reservations data retrieval by borrower identification. The software also produces different statistical information as required for library management.
- Users can search the library resources using Title, Author, Publication, Keywords and Classification number. Advanced Search facilitates search through various combinations such as Title, Author, Publication, Keywords, Classification

number .

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://sndt.ac.in/library/
Any other relevant information	View File

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

The institution's library provides remote access to a large amount of digital resources such as e-books, e-journals, and digital databases to Faculty and students. 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 MyLOFT, stands for 'My Library On Fingertips'. It is an app for accessing, organizing and sharing digital content and e-resources subscribed by the library. It allows users to download content and save for offline reading.

KEY FEATURES

- Save content and access it offline: users can save and share content of their professional and personal interests from their library's e-resources; websites; blogs; RSS feeds.
- Access library subscribed e-resources: users can directly access databases, e-books and the latest articles from journals subscribed by the library.
- Read/follow RSS feeds: get daily news feeds & updates for your favourite blogs, news sites and websites.
- Tag and organize content: users can tag content for easy searching and offline reading, and organize content in folders for reference.
- Highlight & play your content: use text highlighter to mark or highlight, summarize and share important notes from articles/content you read.
- The auto-play and listen feature means users can listen to articles and saved content if you want to relax your eyes.
- The app is accessible via laptop or mobile phone.

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	Four of the above
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File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)
4977971

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

4.2.5 - Per day usage of library by teachers and students during the academic year
4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year
397

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://sndtiase.ac.in/wp-content/uploads/4.2.5.pdf
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways
Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan
Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

This institute, has adopted various steps to raise the level of digital literacy. With this objective in view, the college has established the ICT based teaching-learning system. The institute 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. institute has ICT enabled

seminar hall and classrooms. The institute also offers various IT resources such as computers, laptops, scanners, photocopy machines, and LCD projectors, as well as a smart board.

The software of the computers is updated regularly. 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.

Institute has its own Website. The website is updated regularly and there is budgetary provision for maintenance of the website. The security mechanism implemented protects and monitors IT infrastructure against viruses, and hacking incidents.

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 centre 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.

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

4.3.2 - Student – Computer ratio during the academic year

B.Ed.1:0.54, M.Ed.1:1.35, Ph.D.1:0.67, PGDDRM 1:1.93

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	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	View File
Link to videos of the e-content development facilities	https://sndtiase.ac.in/wp-content/uploads/4.3.4List-of-the-equipment.pdf
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.slideshare.net/nehanteendeo/review-of-related-literature-researches-notes-takingpptx https://www.slideshare.net/nehanteendeo/parametric-test-t-testpptx-by-dr-neha-deo , https://www.slideshare.net/nehanteendeo/group-dynamicspptx-254993155
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)

26440

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Institutional buildings, laboratories and classrooms are under administrative control of the Principal of the college. The institute has a science lab, a psychology lab, curriculum lab, and a computer lab. Annual budget allocation happens every financial year and the budget is operated to provide repair and maintenance. Annual maintenance contract is made if it is necessary. Computers are available in various locations, including the library, administrative office, accounts office, staff room, method rooms, and the Principal's cabin. There is CCTV surveillance in college premises.

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. The housekeeping services are provided to an external agency, it is under campus supervision. Gym is equipped with all modern equipment necessary for the students. All these facilities are maintained by campus

The library is partially computerized using Slim21 Software and subscribes to Inlibnet-N-list, MyLOFT, and other databases. An online Public Access Catalogue has been provided to optimize the use of library resources.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Five fo the above

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Three of the above
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File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
6	50

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

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

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

8

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

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

2

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

Alumni associations act as effective support systems to institutions by leveraging their network and resources to motivate and nurture special talent. Through mentorship programs, alumni provide guidance, encouragement, and real-world insights to students with exceptional abilities or interests. Alumni may also offer internships, research opportunities, or project funding to help nurture and develop these talents. Additionally, alumni networks facilitate connections with industry professionals, experts, and potential collaborators, expanding opportunities for talented individuals to showcase their skills and pursue their passions. By fostering a supportive environment that recognizes and cultivates special talent, alumni associations contribute to the institution's reputation, student success, and overall excellence. Alumni association members who are working in the education field are the direct and true viewers in the society,

they notice the changes in new learners. They guide and assist them accordingly to become as an efficient future teacher with the need to improve and develop some special skills in them. Sometimes they share some latest updates of education field via videos, audios, and webinars through whatsapp as well as staff who are part of alumni of this college. They ask the students to indulge in experiential activities of workshops held in department.

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

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

23

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	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	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Three/Four of the above
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File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

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	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The institute 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 the 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 the principal duly recognizes. The institute promotes a democratic environment of equity to conduct affairs smoothly and satisfactorily. The institute's vision and mission 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 college's vision is to develop empowered, creative, and constructivist women teachers who are enlightened about 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	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

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	View File
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.

Financial Transparency: Regular audits ensure fiscal responsibility, with reports accessible to stakeholders. Open budgeting allows representatives to discuss proposals and allocations.

Academic Transparency: As a government-aided college, SNDT adheres to university and government regulations. Clear communication includes prompt circulation of updates, staff meetings, displayed notices, and readily available course information. Faculty involvement extends to workload distribution, admissions, and internal evaluation. A student feedback mechanism ensures responsiveness to academic concerns.

Administrative Transparency: Documented policies and procedures guide administrative tasks, and a grievance redressal mechanism addresses concerns. Duties and responsibilities are assigned collaboratively, with ongoing support and communication between staff and leadership. Rotation of duties fosters training and fresh perspectives. These combined efforts create a culture of openness and accountability.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

The 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
Link to the page leading to Strategic Plan and deployment documents	http://sndtiase.ac.in/college/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

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	http://sndtiase.ac.in/college/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
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 National Level Conference & Research Methodology Course. As per the decision for the organization of National level conference, further discussion with the state level association MSSTE A was initiated. Planning of the National level conference was done. The theme selected is " Role of Education in Sustainable Development." For the organization of this national level workshop, rotary club , Shaniwar peth Pune also has been involved.

Regarding the decision to organize ICSSR funded research methodology course, the proposal has been sent to the ICSSR and planning has been initiated. The research methodology course is very important for Ph.D. aspirants. The course is useful for the Ph.D. aspirants from all over India. So the planning has been started.

Thus as per the decision made in the IQAC meeting the decisions made are implemented in proper direction.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

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 its employees. Medical insurance facilities are available for the staff members. The college also offers casual leave, medical leave, and study leave according to the needs and requests of the employees. Other leave facilities, such as half-pay leave, without-pay leave, sabbatical leave, leave for pursuing a 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 its 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	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

10

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

2

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

4

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

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

The institution 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 on 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 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	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

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 & Accounts 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.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
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 the mobilization of funds and its optimal utilization. Being a part of SNT 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 "Local Funds." These funds are utilized for the benefit of students and to meet 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	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

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 intercollege 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 the 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	View File
Any other relevant information	No File Uploaded

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

other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The institution is in the process of reviewing its teaching and 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 technological 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 the necessary changes to its infrastructure and purchases multilingual books for the library. The faculty members take the feedback on 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	View File
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

Nil

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

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 comprise 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	View File
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.

- **Solar panels-** Installing solar panels on hostel roof tops in campus can generate electricity from sunlight, reducing the campus reliance on fossil fuels.
- **Energy Efficiency-** Implementing energy efficient technologies and practices such as LED lighting, CFLS and smart building system with lots of air and light can reduce overall energy consumptions
- **Natural light in classrooms-** 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.
- **SWITCH OFF** -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.
- **Less paper in offices-**Transforming to digital documentation and communication minimizes paper usages and reduces resources consumption. We have staff group and the non teaching group in that we can share the important notices and circular also.
- **Whats app groups-** We have year wise student's whats app group and through mail and google classroom we share the notices and the assignments to students. We accept digital practical work as well

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

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

The institution has its stated policy for waste management. For collecting the solid waste from the whole campus substantial number of dustbins are installed.

- **Classification of waste-**

Three separate dustbins are kept for classification of waste including dry waste, wet waste, and electrical waste. Every day "SWACHH" organization person collect the segregated solid degradable & non degradable waste.

- sanitary napkins-

Our Institution does take proper care of the health of the admitted students. For their convenience the college has made the facility of sanitary napkin machine in the toilet. The machine is making available the hygienic sanitary napkins to the students. The machine also destroys the used sanitary napkins. In this way we keep the campus and the environment clean.

- Charcoal was used as a fertilizer-

During the autumn season a large quantity of fallen dry leaves is collected and use to make charcoal from this. In our Institute we have charcoal furnace for this process. We have given the demo and training about charcoal making to our non teaching staff and students. The charcoal was used as a fertilizer for the trees throughout our campus.

- Collaboration and community Engagement-

Collaboration with local communities and organization on waste management's such as SWATCHH, We Punekar, Save River and various NGOs

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

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

Four of the above

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Two of the above

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

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

- To maintenance of cleanliness-**

To achieve this,the campus office has appointed an agency to take care of cleanliness and maintenance of all institutions and departments. In college we have mavshi but along with that university hired professional cleaning services to handle cleaning and daily maintenances of the campus.

- Hand Hygiene -**

Promote hand hygene by providing hand sanitizers and hand wash in washrooms.

- Classroom cleanliness-

Maintaining cleanliness in college classrooms is essential for well being of students and staff. We ensure that trash bins are emptied daily. Encourage students to clean up the desks, chairs after use of themselves

Sanitary Facilities-

Sanitary facilities such as sanitizers and hand wash kept in restrooms and washrooms

- Co-Curricular activities & Various Day Celebrations

Our institution also celebrates different days to create awareness regarding environment protection, such as swachta hi seva, (Gandhi Jayanti)Vasundhara Din, World Environment Day, and World Population Day 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 SNTT Art's & Commerce College.All these efforts aim to maintain a pollution-free and healthy environment for the students and staff at the SNTT Women's University's Pune Campus.

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

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

Four of the above

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

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

green initiatives-38080/-

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

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

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. Assignments related to these papers make them informed about Local knowledge and resources. Students undertake different surveys through which they address the local challenges. These surveys are related to segregation of waste and its management. To create awareness regarding local challenges experts' lectures are arranged. Through expert lectures, awareness is created for pollution free environment, & sustainable development. In addition to that College showcases documentaries, suggests various videos regarding sustainable development 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 Reduce, Recycle and Reuse.

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

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

B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

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

My River My Valentine

Content -My River My Valentine" intertwines love, loss, and redemption, highlighting rivers' vital role as lifeblood sustaining ecosystems. Facing threats from urbanization and pollution, safeguarding rivers is crucial for clean water access, climate regulation, and cultural preservation.

Objectives -

To educate student teachers on rivers ecosystem importance through various mediums

The Practice/process-

From the year 2019 till date we are working with 'WE' foundation and Municipal Corporation. Every year in the month of February we visit MulaMutha river cleanliness drive. Every year especially our college presents street play, 'Bharud' on the theme of 'Save River' in My River My Valentine campaign.

Empowering the Student -Teachers for Competitive Examination in the Education field.

Content-

To empower teacher education for competitive exams like the B.Ed, M.Ed, Ph.D entrance (PET), CTET, TET, SET, NET providing comprehensive content is essential. Being a Teacher training College almost every year we plan such kind of orientations before exams.

Objectives-

1. To provide the content that aligns with the exam syllabus, covering all relevant topics and subtopics.
2. To incorporate interactive materials such as quizzes, practice tests, and simulations to engage learners and reinforce learning.

The Practice/ process-

We have our department wise what's app groups. We visit to various colleges and inform them about the orientation programs. We plan the schedule and circulate among the groups and display it to various colleges.

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

7.3 - Institutional Distinctiveness

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

SNDT College of Education takes pride in fostering innovation in education through its commitment to organizing conferences that serve as platforms for sharing, discussing, and implementing innovative ideas. These conferences aim to bring together educators, researchers, policymakers, and practitioners to explore emerging trends, exchange insights, and collaborate on solutions that advance the field of education.

In the year 2022-23, S.N.D.T.College of Education has orgnized a National level conference on "National Educational Policy 2020 for Skilled and Digital India" in Collaboration with ICSSR.

The National funding agency- Indian Institute of Social Sciences, Delhi provides grants for different educational acivities. The college has applied for the grant to organize theNational Level conference.

The conference was organized in between10 to 12 October 2022. It was a three days onference.Total 56 participants all over the India participated in the conference & shared their knowledge through paper presentation.

SNDT College of Education's conferenceon innovative ideas play a vital role in advancing the field of education by fostering knowledge exchange, collaboration, and innovation. By bringing together diverse stakeholders and showcasing cutting-edge innovations, these conferencecontributed to the professional development of educators, the advancement of research and

scholarship, and the improvement of educational practice and policy.

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