



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

Gandhi Shikshan Bhavan's Smt.
Surajba College of Eduaction

- Name of the Head of the institution Prof. Dr. Sunayana J. Kadle
- Designation Incharge Principal
- Does the institution function from its own campus? Yes
- Alternate phone No. 02226200589
- Mobile No: 7715862756
- Registered e-mail ID (Principal) gandhishikshanbhavan@gmail.com
- Alternate Email ID principal@gandhishikshan.com
- Address Juhu Road (North), Mumbai 400049
- City/Town Mumbai
- State/UT Maharashtra
- Pin Code 400049

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education
- Type of Institution Co-education
- Location Urban

- Financial Status **Grants-in aid**
- Name of the Affiliating University **University of Mumbai**
- Name of the IQAC Co-ordinator/Director **Ms. Vaishali Shrikar Dhaware**
- Phone No. **02226200589**
- Alternate phone No.(IQAC) **02226706277**
- Mobile (IQAC) **7715862756**
- IQAC e-mail address **gandhishikshanbhavan@gmail.com**
- Alternate e-mail address (IQAC) **principal@gandhishikshan.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) https://www.gandhishikshan.com/wp-content/NAAC_Reports/AQAR-2021-22.pdf

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: https://www.gandhishikshan.com/wp-content/Academic_Calendar/Cal-2022-23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A+	91	2004	03/05/2004	02/05/2009
Cycle 2	B	2.82	2011	27/03/2011	26/03/2016
Cycle 3	A+	3.54	2017	22/02/2017	21/02/2022

6.Date of Establishment of IQAC

05/07/2004

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NA	NA	Nil	0

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

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

9. No. of IQAC meetings held during the year **01**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

? Short Term certificate course -MOOC course on Inclusive Education,
 ? Short Term certificate course -MOOC course on Guidance and
 Counselling, ? Short Term certificate course - Heartfulness
 Education -Dhyan Yoga.

? Rural Camp to Adivasi Pada Mangoan, Kadapur collaboration with NGO
 Better Society Foundation , ? International Coastal cleaning day
 activity with International NGO Afroz Shah Foundation , ?
 Development of Dramatic Skills for teachers - Workshop

? Panel Discussion on NEP -2020 , ? Panel Discussion on Equity for
 Women

? CAS promotions of Faculty

? 100% placement of the students in schools and colleges

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
<p>Revisiting vision mission</p>	<p>Philosophy based celebrations Vajubhai memorial Lecture Expert Talk- Embracing Equity - Alice Clerk 'Gandhi and his Strategies to abolish cast system in India'- by Nishikant Kolage 'My Experiments with truth- Mahtma Gandhi' Narration of Stories in practice teaching schools. Sarva Dharma Prarthana in college and Practice Teaching Schools</p>
<p>Enhancing practice of ELM - 3 H Model Innovative teaching learning practices</p>	<p>Demonstration lessons on innovative teaching -learning practices by mentors and preparation for practice teaching 'Expert talk on Individualised Educational Plan' By Nishat Imam Development of all round personality through exposure of Art and Drama- Arts and Drama and Understanding Self Y. B. Chavan Auditorium 'Development of dramatic skills for teacher' workshop - Sunil Vyas Director Darpan Cine Arts Theatre</p>
<p>Enhancement of ICT Skills and tools for the paradigm shift of education in New Normal. Self-Learning in online mode of education</p>	<p>MOOC Courses Short Term Certificate Course - Inclusive Education 'Gearing Up for Placement - Preparing for online interview and Video Resume ' Workshop</p>
<p>Preparing for revamping of education system with reference to NEP 2020</p>	<p>Panel Discussion on -NEP 2020 Inclusive Education - Visits to Special Schools MOOC Course- Short Term Certificate Course - Inclusive Education</p>

Environmental sustainability practices	Beach cleaning activity in collaboration with Afroz Shah Foundation Understanding the UN.S.D.G Talk By Advocate Afroz Shah.
Wellbeing of Faculty and students in the new environment	Heartfullness Course - Dhyan Yoga 'Gearing Up for Placement' Workshop
Community engagement	Community work at various centers - Remedial teaching, beach cleanup activity 'Panel Discussion on Equity for Women'
Collaborations with NGO / MOU institutions	Gender Training Camp - Vacha NGO Rural Camp to Adivasai Pada Mangoan, Kadapur - Better Society Foundation, NGO 'Rakshabandhan Celebration Indian with Army, in collaboration with Sanskruti Foundations. Development of Dramatic Skills for teacher - Sunil Vyas Director Darpan Cine Arts Theatre Heartfullness Course - Dhyan Yoga 'Gearing Up for Placement' in Collaboration with The Other Side HR services 'MH-TET / CTET Online Webinar' in collaborations with Career Development Centre.
Alumni involvement	Contribution as IQAC/CDC /Alumni Association committee members.
Staff Welfare	CAS promotions of faculty.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Indian Council of Basic Education Managing committee	08/04/2024

14. Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	Gandhi Shikshan Bhavan's Smt. Surajba College of Eduaction
• Name of the Head of the institution	Prof. Dr. Sunayana J. Kadle
• Designation	Incharge Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02226200589
• Mobile No:	7715862756
• Registered e-mail ID (Principal)	gandhishikshanbhavan@gmail.com
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• Address	Juhu Road (North), Mumbai 400049
• City/Town	Mumbai
• State/UT	Maharashtra
• Pin Code	400049
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• Type of Institution	Co-education
• Location	Urban
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• Name of the IQAC Co-ordinator/Director	Ms. Vaishali Shrikar Dhaware				
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• Alternate e-mail address (IQAC)	principal@gandhishikshan.com				
3.Website address	https://www.gandhishikshan.com				
• Web-link of the AQAR: (Previous Academic Year)	https://www.gandhishikshan.com/wp-content/NAAC_Reports/AQAR-2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gandhishikshan.com/wp-content/Academic_Calendar/Cal-2022-23.pdf				
5.Accreditation Details					
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<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
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? Rural Camp to Adivasi Pada Mangoan, Kadapur collaboration with NGO Better Society Foundation , ? International Coastal cleaning day activity with International NGO Afroz Shah Foundation , ? Development of Dramatic Skills for teachers - Workshop		
? Panel Discussion on NEP -2020 , ? Panel Discussion on Equity for Women		
? CAS promotions of Faculty		
? 100% placement of the students in schools and colleges		
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Staff Welfare	CAS promotions of faculty.
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<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Indian Council of Basic Education Managing committee	08/04/2024

14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-23	17/01/2024
15. Multidisciplinary / interdisciplinary	
<p>At present G.S.B.'s Smt. Surajba College of education is a standalone teacher education institution with one unit of 50 students. As per the NEP 2020 guidelines management is working towards fulfilling the criteria of making the institution multidisciplinary/ interdisciplinary so as to sustain in the changing scenario.</p>	
16. Academic bank of credits (ABC):	
<p>All the students have enrolled in the portal for Academic Banks of Credits.</p>	
17. Skill development:	
<p>Smt. Surajba College of Education focuses on development of following skills required for the teaching profession along with awareness of Gandhian values, universal human values, professional ethics and social obligation through its enriched curriculum.</p> <ul style="list-style-type: none"> • Communication skill • Teaching competencies • Life skills • ICT skills for teaching learning and assessment 	
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
<p>The Integration of Indian knowledge through the various courses in the syllabus through the dynamic curriculum. As per the needs of the learners the bilingual approach is used in the classroom. The college runs on Gandhian philosophy and many of the programmes are interweaved with the philosophy. Gandhiji emphasized on culture values importance to Indian languages, dignity of labour and community engagement for development. The day starts with sarvadharm prayers and paper reading on various issues, challenges related to society, culture, education and environment The curricular and co-curricular programmes organized depict the Indian knowledge system and incorporate Indian languages and other cultural aspects. Celebration of seasonal,</p>	

socio-cultural and national festivals in which there are paper readings and discussions, songs, dramas, role-plays etc. in different languages. Films from Indian languages are shown and discussed for learning purposes, programmes like Makarsankranti, onam, Christmas, Navratri and Eid and acquaint the students to various Indian cultural diversities.

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

The curriculum of Smt. Surajba College of Education focuses on outcome based Education. The curriculum is child centred and the programme learning outcomes and the course learning outcomes are well defined and these are communicated to the teachers and student teachers from time to time, keeping in line with the vision and mission of the institution.

The focus is on the all-round development of personality of the student teachers who will be going into the society as teachers and bringing up future citizens. Number of skills are developed through various programs and activities of the college. The focus is on experiential learning which help them to gain confidence to be become self-learners and develop observation skills, critical thinking skills, problem solving skills, creativity and the right kind of attitude towards the profession and society. Socio -cultural programs are organised throughout the year through which they learn about the culture and also while participating in such programs they develop Team Spirit, leadership qualities, planning, decision making which is showcased through their participation and behaviour in all the activities. A lot of collaborative programs are organised with the society with the underprivileged children working with NGOs and students from other colleges where in the students become more aware and open-minded and develop skills of confidence, competence and cooperative learning.

During internships these student teachers work as full-time interns in the school where in they develop more skills and get a thorough knowledge of their profession and what is expected of them with reference to qualities like listening skills, patience, empathy, catering to the student diversity etc. Student teachers are assigned a mentor faculty member for each group of students and the mentor is continuously evaluating the students through observations and outcome of all the activities are evaluated and constructive feedback is provided from time to time. In addition, the students themselves maintain a reflective journal for self-assessment. The achievement of the outcomes is

also reflected when the students are offered good jobs in the schools.

20.Distance education/online education:

Not applicable

Extended Profile

1.Student

2.1 116

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 80

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 30

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

File Description	Documents
Data Template	View File

2.4 46

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 46

File Description	Documents
Data Template	View File

2.6	58
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	19.09
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	38
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	6
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	19
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 institution follows the framework of NCTE and the revised syllabus given by the University of Mumbai to transact the teaching learning process. The curricular and co-curricular activities are planned and executed according to the vision	

mission and the philosophy of the institution. The curriculum planning is implemented through various ELM-3H activities for the enhancement of all round development of the student-teachers. The academic calendar is planned along with the team of faculty members. The time table is put for the students every week well in advance for planning and execution of the activities. The activities are reviewed and revised as per the need. The records of the activities are documented and wherever possible they are recorded and photographs are taken too. The pamphlets, brochures, program schedules, reports, attendance record are parts of documentation. The students are encouraged for self-learning and are motivated to join MOOC courses as per their interest.

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	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.gandhishikshan.com/wp-content/AQAR/Related Documents/Program-Learning-Outcomes-PLO.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	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**

18

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

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
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

0

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

0	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	One of the above
File Description	Documents
Data as per Data Template	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	No File Uploaded
1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
49	
1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
49	

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	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 is enriched by providing students with a number of experiences through offline/online mode so as to develop an all-round development of personality as a teacher. The curriculum provides a way to demonstrate knowledge and develop competencies and skills through interactive sessions, workshops, seminars, expert talk, field work daily paper reading sessions followed by discussions on various issues related to society and reflecting on them so as to make teachers aware of their role as a social change agent. The knowledge and developed competencies and skills acquired are applied during practicum work such as practice teaching sessions, internships, community engagement activities, remedial work and other practicum work through Mentor Mentee approach. Students are encouraged to participate and assimilate the knowledge Many seasonal, national, social festival celebrations are organized and 100 percent participation in these helps in giving individual attention to the student development in all the 3 domains of personality.

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

The students are familiarized with various diversities in school education and higher education system through different courses in B. Ed curriculum and course objectives include the above mentioned issues.

Enriched information is provided to the students and many of the topics related to diversity are discussed during the classroom interaction sessions. The paper reading sessions which are conducted daily also include the diversity related topics. State wise Variations and International and comparative perspectives with respect to schools are also discussed through courses Educational Management and assessment for learning. Webinars, Seminars and films and documentaries are the other ways in which the diversities are discussed and the students get familiarized with it. The programs are being organized to orient them about NEP 2020 and its implications. The students -teachers are doing practice teaching and other practicum work in different schools following different school boards thus getting experiential learning about diversities with respect to students, working culture, curriculum, assessment strategies etc. These experiences are then disseminated through report readings in assembly by each school group so each one of them is getting knowledge about various diversities in functioning of various boards of school education.

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

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

The Institution follows the Experiential Learning Model ELM. The curriculum is activity centered and many programmes and activities are conducted for the Student Teachers. The day begins with the Sarva dharma prarthana followed by motivational, patriotic and environmental songs. Thereafter Paper Reading sessions by the students on topics related to Society. This gives students an idea about their role in society as a Social Change agent. The classroom interactive sessions comprise of learning through films, documentations, videos, workshops, presentations, group study, flipped classroom and cooperative learning. Webinars, seminars, visits, celebrations of important days and festivals are conducted by the faculty. Camps to sensitize the students are held. Action Research projects, Community work with the underprivileged children, develop a number of skills required to become good teachers as they gain a lot of exposure. Experts from the fields are invited to share their experiences with the students which help students have a deeper perspective of their role as teachers especially the idea that Education is a mission. Practice teaching in schools help students gain a lot of experiences to develop competencies and qualities of good teacher. Thus the institution makes all efforts to train them for the teaching profession.

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

1.4 - Feedback System

<p>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</p>	<p>One of the above</p>
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

<p>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p>	<p>Feedback collected, analyzed, action taken and available on website</p>
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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	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

116

2.1.1.1 - Number of students enrolled during the year

116

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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	No File Uploaded

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

10

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

10

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	No File Uploaded

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	No File Uploaded

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.

As ours is a Grant in Aid college all 50 students are allotted by the MHCET of the state of Maharashtra. The admission process is centralized admission (CAP) by the MHCET of the state of Maharashtra. The CAP process is online and digitalised both at the state level. The eligible students who have cleared B.Ed. CET and ELCET are allotted by the MHCET cell on the basis of student's preference to our college. There is a facility of freezing or floating the seat for admission. Each and every information is disseminated to the eligible candidates and public through display on notice boards as well as on website. The students are admitted after through verification of all the details and certificates. The admission fee is as per Govt. directions. The needy students are also given a

facility to pay fees instalments if required. All the admissions of different categories of students are done as per the guidelines received from the Govt. of Maharashtra. The final verification of admissions are done by the Higher and Technical Education, Govt. of Maharashtra.

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

<p>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</p>	<p>Six/Five of the above</p>
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

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

2.2.4 - Student-Mentor ratio for the academic year

16:1

2.2.4.1 - Number of mentors in the Institution

6

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 teachers adopt multiple mode approach to teaching- learning.

Like:

- Participative learning
- Experiential learning
- Problem solving methodology
- Brain storming method
- Focused Group discussion
- Online mode

Participative learning: Alumni of the college, Experts from various fields. It is participative learning of teachers and students.

Experiential learning: experiential learning us used wherever applicable in theory and lessons.

Problem solving learning: Teachers are mentors. Each teacher helps the student to solve the problem. Mentor undergoes problem solving counselling. It may be career counselling, mental health counselling or social association counselling.

Brainstorming method: This method is used as a regular activity during theory and during prayer sessions also.

Focussed Group Discussion: Students are given self-study topics or assignments topics sometimes even presentations are given in groups. They work together and then have a thorough discussion on the content.

Online mode: Teachers post reference material, post links, send mails to the students for further reference and study

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	No File Uploaded

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

6

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

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

100

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	No File Uploaded
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	View File
Link of resources used	Nil
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

"If you cannot see where you are going, ask someone who has been there before." - J Loren Norris

Continuous Internal Evaluation (CIE) system is applied wherever

possible to evaluate the students and help them grow professionally. It is very important to clarify here that without Continuous Internal Evaluation system; no institution can be able to develop the programmes of educational reforms. We conduct class tests, essay tests before the university exams so that the students are prepared to give their final exams. All round development of the student is also ensured throughout the year by making the students participate in various celebrations, intercollegiate competitions, visits, conferences, expert talks, community work etc...

In school's students are given opportunities to work under trained teachers in presence of their mentors. They are allotted work so that they grow professionally like supervision, correction, proxy classes, helping in events of the schools.

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

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

Five/Six of the above

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

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

The curriculum transaction in the college is basically experience based participatory and learner centric.

All the facilities available in the college is being used judiciously to make the Teaching-Learning process focused on creativity, innovativeness, rational thinking, competency inculcation, acquisition of life skills.

The following events would give a wider aspect of the creative, critical, and empathetic dimensions Imparted to the students.

- Creativity is developed through

Workshops in Drama and Arts in Education

Vocational /Work Education- SUPW

Innovativeness is developed through

Lesson template preparation Based on Models of Teaching

Innovative Lesson template

ICT Oriented Lessons

Activity Oriented Classes

Workshop on Teaching Aids

E-Content Preparation

E portfolio designed by students

- Intellectual and Thinking Skills are developed through

Action Research

Practicums

Practical works

Seminars

Assignments

Brain storming sessions

Reading and reflection on text

Concept map on any one topic in higher secondary level

Debates on topic of social and conceptual importance

Gender issue awareness and management

- Empathy is developed through

Social Visit

Reflective Journal Preparation

Community Living Camp

Awareness Program in Practicing Schools

Group Seminar

Group Discussions

Participation in Rural Reconstruction

Working with Community

Remedial classes to weak students in neighbourhood schools

Distribution of Useful Cloths and Stationery to Poor homes.

- Life Skills are developed through

Field Trips

Daily Assembly and paper reading

Morning Prayer

Sports Day

Participating in Intercollegiate Competitions and University Competitions

- **Naturalistic intelligence is developed through**

Cleaning the campus

Planting trees

Paper carry bag preparation

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

2.4 - Competency and Skill Development

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	No File Uploaded

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

Ten/All of the above

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

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	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
2.4.4 - Students are enabled to evolve the following tools of assessment for learning 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
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	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above

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	No File Uploaded

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	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

Internship programme is a systematically planned activity. Grouping of the student teachers is done as per the subject, Medium and readiness. The schools are approached and permission taken from principals. Supervisor is approached for the time table. Librarian, Lab Assistant and computer teachers are approached for interactive session. Mentor teacher is assigned to the students. The mentor teacher is approached for the lessons; she also gives guidance to the students. Constructive oral feedback is given by the supervisor. Written remarks about various aspects are noted on the lesson plan. Student teachers reflect during feedback session. Peer assessment is also done.

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

100

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

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

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

The first phase is during the second semester that is internship for three weeks where they carry out shadowing of school teachers, observation of school activities and observation of peer lessons etc. after which they give 5 lessons in their own pedagogy.

The second phase is in Semester III for 11 weeks where the students take 10 lessons in their own pedagogy, 2 theme based lessons and 3 co-teaching lessons with the school teachers. They also conduct a unit test which they make themselves, administer it and analyse it. Students write a reflective journal so as to understand their learning from internship and practice teaching.

The Third phase is phase is in IV semester for 5 weeks, where the trainees have to teach 10 lessons. 5 lessons in their second pedagogy and 5 lessons with their peers. Along with this they have to observe the school activities and also have to conduct some

activities which they write later in reflective journal. In addition to this the students conduct an action research project after considering some problem in the school and try to give some solution.

All the above activities are monitored and are recorded in student's diary.

The mentor here is there with the students all the time to help, guide and assist them in all the activities mentioned above. The school teachers, supervisor and even the principal helps the students to complete their task during internship.

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)

Four 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	No File Uploaded

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

Five of the above

various activities of schools Regularity, initiative and commitment Extent of job readiness

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

2.5 - Teacher Profile and Quality

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

6

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

4

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

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

6

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

23

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

Discussions are strategies designed to stimulate thinking, challenge attitudes and beliefs, and develop skills. It is the oral interaction between people during learning in the classroom, that is, between teacher and learners, or learners and learners with the teacher as facilitator. In our college we have general discussion everyday on any topic connected to life. We along with the students do discuss at length various topics related to values, environment sustainability, new happenings in the field of education, sociocultural issues etc. .The faculty enriches themselves regularly by attending Seminars Webinars and also have enrolled for higher studies in different subjects . Regular discussions during formal and informal (Lunch time) meetings take place and there is sharing of experiences among the faculty. For e.g. There have been discussions on NEP 2020 which is the current topic in education. The entire faculty has discussed the NEP 2020 its positive impact and challenges. The faculty has been sharing information with the colleagues of other institutions when they are invited as chief guests or invitees for the giving special talks in their institution. During the Pandemic the faculty has been invited as resource persons in colleges and thus there has been a lot of interaction and exchange of information and discussions resulting in information sharing . We have an In house Magazine in which all the professors keep contributing on various topics and ideas, thus enhancing our professional standards on a regular basis.

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

The continuous evaluation of student's achievements is a part of the curriculum of SSCOE. This consists of tutorials, assignments, presentations, essays, examinations, projects etc. The assessment is done through a mentor mentee programme. The principal, faculty and peers are involved in evaluation of performance and feedback. The students are given an opportunity to attempt retest/resubmission under special circumstances. The students are given counselling and support through a faculty advisors group. The evaluation system was revamped completely due to the onset of pandemic. All submissions assignments, essays and learning materials etc. were submitted in the online platform. Feedback was also provided through online mode. The continuous Internal Evaluation is done at 4 different levels to retain objectivity - Principal, coordinators, mentor-mentee and peer evaluation. The students are informed about objectives and criteria of each evaluation. The entire process is explained to the students. Students are specially oriented for peer evaluation. The faculty advisors give their comments and evaluations to students after each curricular and co-curricular activity. The coordinator and the principal give their opinion about the performance. The final results of internal evaluations are compiled according to the university guidelines and submitted to the authorities.

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

Five of the above

**marks before the term end examination
Timely feedback on individual/group
performance Provision of improvement
opportunities Access to tutorial/remedial
support Provision of answering bilingually**

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

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

The function of the cell is to look into the complaints lodged by any student, and judge its merit. The Grievance cell is also empowered to look into matters of examinations. Anyone with a genuine grievance may approach the examination incharge members in person, or in consultation with the faculty in-charge Students' Grievance Cell. Procedure for grievance redressal. Students have to approach Internal Examination In-charge. An application duly stating the grievance is to be submitted to the examination department. Having gone through the application, the examination department will forward it to the Principal. The cognisance of the grievance is taken and resolved.

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

2.6.4 - 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.

Academic calendar has been prepared and adhered to according to the vision, mission and prospective plan of the institution. All activities of the different departments are chalked out as per the discussions in the IQAC. Seminars, workshops and other curricular and cocurricular activities are a part of the academic calendar. The internal as well as university examinations are also reflected from time to time in the academic calendar. The calendar is prepared well in advance according to the university academic planner by the time table in-charge and principal in consensus with IQAC and department coordinators. The final academic calendar is communicated through a time table to all well in advance. Constant monitoring is the underlined motto of the college. That transparency is implemented across the activities Naturally the academic calendar is followed in Toto. In fact, we can say that our Academic Calendar is both a mirror of all the activities' done in the college and a testimony to the varied learning experience provided by us to our students in the development of their all-round personality.

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.

Ours is an aided college affiliated to the University of Mumbai. The syllabus is designed by the University. The implementation is done by us. It is also expected that the implementation also should be done uniformly along the Colleges in a similar manner. Course learning Outcomes are already available in the syllabus. The Performance learning outcomes can be supported by the participation of the students in the everyday learning activity. Our students present Seminar, Symposium, papers, Projects and assignments in each course on a regular basis whether they are asked by the University or not. As the course proceeds and time passes by we see more and more students eager to participate in all the Co-curricular activities, on their own without any force and pressure

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

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	No File Uploaded

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

The progressive Performance of the students is for sure monitored and a suggestion for modification and improvement is given throughout the year. It is known to us that all improvement cannot be done in One day, so progressive improvement is the only way. "ONE STEP AT A TIME" is what we follow, we give ample time for the students to become confident and blossom. We also ensure that individual difference is taken care of and each one is guided and moulded as per the potential and the ability.

For professional development the Course design is such that they are exposed to the intricacies of teaching profession as they grow and assimilate in the Course.

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	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

36

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	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.

Any teaching learning Institute would always aim to ensure that entry level ability graph of the learners is moving upward by each passing day. Each encounter, each experience that is provided to the learners leaves an indelible mark on the learner. The learners come out more confident and professionally through till the time they remain in the institute.

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**

<https://docs.google.com/forms/d/1W23MmOygjVCWVUW4b9ff00jP9GTEG8RiHAnXFfrNFTs/edit#responses>

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**

0

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

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

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
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 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

Three of the above

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	View File
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

Two of the above

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

3.2 - Research Publications

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

2

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

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

4

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

3.3 - Outreach Activities

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

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

100

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

100

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

100

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

100

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.

OUTREACH PROGRAMMES

A number of outreach programmes are organized at Gandhi Shikshan bhavan;'s smt. Surajba college of education. The outreach programmes help the student teachers, the fraternity to be one with the society, to interact with them and to become aware of the needs of the society.

Community Work: Is a part of the philosophy and has been doing from inception. Students go every Saturday to various centers such as SHED, ASEEMA, ASHA KIRAN and also to Nonprofit organization.

The activities conducted here is to provided remedial teaching to the student of Municipal school, to create an awareness of soft and like skills. Beach cleaning, campus cleaning, and other outreach programmes helps to develop in our student teacher the importance of being a part of the society.

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

2

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

3.4 - Collaboration and Linkages

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

year	
0	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
0	
File Description	Documents
Data as per Data Template	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	
6	
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	Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institute has Land, Building and Infrastructure facilities as per NCTE norms. Institute has taken initiative to equip Class Room and Seminar Hall with WIFI, Sound System, Public Address System, LCD

facility.

The Library is well equipped and computerised with SOUL Software, Barcode Printer. Xerox machine.

The College has 2 Laboratories. WIFI is provided to every room in the college premises. College has 38Computers -

Laptops-8

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

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

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

6

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.gandhishikshan.com/wp-content/uploads/2022/07/4.1.1.-Physical-facilities-photographs.pdf
Any other relevant information	No File Uploaded

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

0

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	No File Uploaded
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.

Library has installed SOUL Software designed and developed by the INFLIBNET center based on requirements of college and university libraries. Library has an upgraded version of Soul 3.0.

This software consists of the following modules. Library

uses following modules as per requirement

1. Catalogue module - Data entry, Cataloguing, Master database of publishers, Generation of reports

2. Circulation - Membership, Transaction, Interlibrary loan,

Library Card generation is done.

3. Online Public Access Cataloguing

4 Serial control - subscriptions, article indexing

5. Library has purchased special bar scanner with barcoding is done.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

NIL

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

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

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

0.45

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	No File Uploaded

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

121

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	Nil
Any other relevant information	No File Uploaded

<p>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</p>	One of the above
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File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

College has different digital technological facilities. There are 5 classrooms which are capacity of 50. 50. 35, 10, 10 respectively. All rooms are equipped with INTERNET, WIFI facility, Sound System, Public Address System, LCD facility. College Compute Rooms has 15 Computers installed. Seminar Hall has capacity of 150. An Electrical equipment is properly maintained for the smooth

conduct of the programme College Library has 4 Computers and 2 Printers, Bar Scanner, Scanner, Xerox machine. Library uses SOUL 3.0. for library functions. Library has WIFI facility College administrative office also has Computers, Printers, Scanners with Internet facility. College Website is developed on word press. Google Suite is purchased for the online seminars. Internet connectivity through Star Cable net with Wi Fi inability 9300 mbps speed) Different educational sites are shown to the students with the help of digital devices. Most office work is done with help of IT. All computers have anti-virus. CCTV is installed.

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

1:4

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:

C. 250 MBPS - 500MBPS

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

One of the above

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
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)

6.01

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

Gandhi Shikshan Bhavan's Smt Surajba College of Education is well equipped with all facilities needed for besat learning environment.

College has all essential exclusively owned infrastructure like lecture hall, methos rooms, psychology lab, computer lab, library with reading room, teaching aids room, seminar hall, conference room, principal's office and college administrative office, students common room.

Following systems are in place for smooth functioning and maintenance of facilities.

1. Purchase Committee reviews the need and plans purchasing for any instrument, equipment or furniture.
2. Library Advisory Committee guides and helps the Librarian to frame library rules and regulations for proper functioning and service improvement.
3. Library is automated with SOUL software is regularly updated.
4. Pest control for the College Building and Library is done regularly.
5. CCTV Cameras are installed in the College Building and Library as one of the safety measure.
6. AMC for Water Purifier, AC, Computers is paid annually to concerned external agencies.
7. Maintenance for Electrical work, carpentering work, plumbing work, Printers, CCTV, Projectors, Barcoding and biometric system is opted through on call facility.
8. Regular updating of Anti-virus software ensures the safety of all computers from data theft and virus attacks.
9. Regular cleaning is done by sweeper.
10. Free Fire solution is installed 4 places in the premises
11. Tally used for accounting purpose and to keep financial transactions including purchase and infrastructure.
12. Class Rooms are equipped with necessary ICT tools which are

utilized as per the time table.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of 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	No File Uploaded
Any other relevant information	No File Uploaded

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

Seven/Eight of the above

Indicate the one/s applicable	
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	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
49	49

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).

16

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

11

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

5.3 - Student Participation and Activities

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

The institute every year elect's student council members democratically by students of current batch. The institute ensures student representation in various committees and bodies like:

- **Placement Committee:** Placement committee is elected to serve with placement team

of the institute wherein committee members play an active role by coordinating with

industry professionals, candidates and by managing campus placement processes.

- **Magazine Committee:** The committee members are responsible for

monthly news

letters of the institute and annual cultural magazine of the institute. The Magazine

secretary heads the committee.

- Grievance Committee: Elected members from the students in Grievance committee

ensures transparency in decision making.

- Anti -Ragging Committee: Students representation in Anti -Ragging Committee

ensures transparency in decision making.

- Cultural Committee: The student council play an active role in organizing various National, Seasonal and Cultural festivals and events of the college

- Sports Committee: The sports committee organizes various sports events

Daily Discipline: Students manage the day to day work related to security, hygiene,

discipline etc.

The above activities enhance their communication skills, management skills, leadership

skills, team-work, time-management, resource management skills and builds confidence in

each student.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

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

13

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

5.4 - Alumni Engagement

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

The following activities was done by the Alumni Association in the year 2022-23

1. With the help and association of Ms. Kavita Bhatt a Self-defense workshop was organized in the college for the present batch of the student 2022-24
2. Demonstrations lesson were given by the following student for SEM-II by the following Alumni students
 - Swapnil Fadale (Maths)

- **Pranay Juwatkar (Science)**
- **Aishwarya Chavan (ICT)**

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

1

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

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

Alumni contribute to the institution in Mentorship: Alumni can act as mentors to current students.

They provide guidance and advice to students on career paths, job search strategies

- **Guest lectures:** Alumni are invited to speak to students on topics related to their expertise or experience. This provide students with insights into the industry and real-world experiences.

- **Networking:** Alumni help to build and maintain a strong alumni network for the institution. This can help current students and graduates to connect with each other and with potential employers.

- **Volunteerism:** Alumni volunteer their time and expertise to support their educational institution. They serve on advisory boards or committees.

- **Advocacy:** Alumni can advocate for their educational institution and help raise its profile. They speak publicly about the institution's strengths and successes on the social media

- **Recruitment:** Alumni help to recruit new students to the institution by sharing their positive experiences and advocating for the institution.

By actively engaging in these ways, alumni make a significant contribution to their educational institution and help to strengthen its reputation and impact.

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.

Vision of the Institution

Provide quality education for empowerment and enlightenment through Gandhian philosophy to prepare socially committed teachers.

Mission of the institution

Nurturance and dissemination of Gandhian values to develop innovative, involved and dynamic teachers for the welfare of society

During the year 2022-2023 Annual plan was made for Curriculum transaction keeping in mind the Gandhian philosophy and to nurture the Gandhian values and develop innovative, involved and dynamic teachers.

Decentralization: For smooth working the academic and administrative work responsibilities have been allotted to the Faculty. Teaching and non-teaching, staff, students represented all the important committees. The governing body always helps, motivates and gives freedom for innovation and creativity. The administrative portfolios like Cap- admission, attendance, IQAC, CDC, student's council, website management library and resource update grievances, discipline, etc. have been allotted to the faculty well in advance. The distribution of the academic portfolios such as subjects to be taught, co-curricular activities, extension and outreach activities, research, library

work, internal examinations, university examinations, webinars, lecture series, workshops, etc. have been allotted to the faculty well in advance. The faculty keeps good relationships with alumni, parents and schools from the community.

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

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

The institution practices decentralization and participative Management.

Management and Administration is responsible for quality initiative to train future teachers. The Institution always believes in the practices of decentralisation and participative management. Practice of Decentralisation is having its own impact in the management. It reflects the policy decision making, planning and administration, and office management. Management and Administration is responsible for quality initiative to train future teachers.

The Institution enhances the quality at various levels - Management, College Development Committee, Principal, IQAC Committee, Various Committees, Academic Staff Welfare, Administrative and Non-Teaching Staff, all the stakeholders involved in the decentralisation and participative management all are working together for efficient functioning of the Institution. Every faculty member is involved in the various academic and administrative or other statutory and non-statutory committees. The Internal Quality Assurance Cell monitors the academic and administrative activities.

Outcome: The Management of the Institution conducts the regular

meets and discusses the issue and challenges with developmental aspects of the institute. Thus, Management of the Institution encourages the teachers, students and non-teaching staff, alumni and co-ordinators to share their ideas, opinions and suggestions through the proper channel. The input received from various committees and feedback analysis are considered for the future decision making.

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

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

Financial Transparency: In the office, we have computerized a financial account automation software system which has been activated to ensure transparency in financial functions. Receipts are provided for all fees collected.

2. We conducted an internal audit by a chartered accountant every year in June and submitted it to the Joint Director Office.

3. External audit is also conducted periodically by the office of the Joint Director, Government of Maharashtra.

Academic transparency: Academic transparency: The college constituted different committees for smooth academic function i.e. CDC, IQAC, Academic Audit Committee, Admission Committee, Examination Committee and Time-Table Committee etc . The main responsibility of these committees is to ensure transparency in academic functions in addition to the heads of the Faculty and Departments.

Administrative Transparency: Admission process is completely transparent as ours is a Grant in Aid college all 50 students are allotted by the MHCET of the state of Maharashtra. The admission process is centralized admission (CAP) by the MHCET of the state of Maharashtra. The CAP process is online

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

6.2 - Strategy Development and Deployment

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

For the "all round development." of the student teachers various co-curricular and curricular activities were organised. All activities right from transaction to evaluation were distributed. One such programme was Women's Day celebration 2023. A panel discussion was set up for the students and the panel members were invited to our college. Our respected Panel members consisted of women's from different specializations who have already climbed the top of the mountains in their respected fields yet they were here to share their stories and to inspire us as how difficult was it for them to break the shackles in this women oppressed society and how we might be able to understand the suffering of the women through their stories. First our respected Principal Madam and all the teachers invited the panellist, introduced each member and felicitated them as well as thanked them that despite being busy they made time for us. After the felicitation ceremony all the guests took their seats. The respected principal introduced our guests to the foundation of our college as well as the Gandhian philosophy that we follow and also how we are carrying forward the legacy. She also discussed our initiative towards the society by the medium of community work.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.gandhishikshan.com/category/batch-activities/2021-2023-batch-activities/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The functioning of the institutional bodies is as per the rules and regulations of the University of Mumbai, Maharashtra state govt., NCTE and UGC. The rules and regulations are followed. The appointments, procedures and service rules are all as prescribed by the Government. The administrative set up is as per government statutes. Any major decisions are taken in consultation with all stakeholders such as managing body members, staff, students etc. There are various cells such as CDC, IQAC and other committees consisting of representatives of all stakeholders. Any stakeholder can propose a policy decision which is then discussed with the management, and as per the feasibility the decisions are taken and then disseminated to the stakeholders.

File Description	Documents
Link to organogram on the institutional website	https://www.gandhishikshan.com/wp-content/AQAR/Related_Documents/Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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

One notable decision based on the minutes of meetings of various bodies, cells, or committees that has been successfully implemented is the introduction of a Scholarship Information committee. The government has various scholarship schemes for the students and students are unaware of the scholarships. Therefore, the students are not taking the benefits of the schemes.

The management suggested appointing a teacher for informing the students about these scholarships and accordingly the student council in charge Dr. Priti Chandorkar was appointed as the coordinator and a committee was formed staff. The committee informs the students about the scholarships and sees that the students are taking the benefit of the same.

This decision was recorded in the minutes of the IQAC meeting, along with the steps to be taken for its implementation. These positive outcomes demonstrated the successful implementation of the decision based on the minutes of meetings of the Scholarship Committee, highlighting the effectiveness of the committee's efforts in benefitting the students.

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

To empower the teaching and non-teaching staff following strategies were adopted.

1. Heartfulness workshop for teaching and non-teaching staff arranged by the institution for three days "Har Dil Dhyan Har din Dhyan."

2. Two non -teaching staff were sent to Hands on Training Workshop "Upscaling and rescaling digital skills of support staff and online state level workshop on "Issues in Accounting & Auditing.

3. Festival advance given to the fourth class non-teaching staff.
4. Appreciation given for the further studies and achievements.
5. Counselling given as per the requirements.

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

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

0

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

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

1

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

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

2

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.

There are various portfolios given to the faculty and staff. After completion of the activity the performance appraisal is done by the principal and feedback is given. After a particular activity the success and suggestions for further improvements are discussed with the coordinators. As ours is the govt. aided college the teaching and non-teaching staff writes the performance appraisal reports as per government formats and submits them to the principal who goes through the same and then the evaluation is done and the appraisal remarks are written and then the report is placed as separate records verified by the appointed Auditors and discussed thoroughly with the Head of the institution. The verified Audited reports such as Income and Expenditure, Balance sheet along with required schedules are submitted every year to the Charity Commissioner's office by the respective audit firm to complete the process.

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	No File Uploaded
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

Our institution Gandhi Shikshan Bhavan's Smt. Surajba College of Education is run and managed by Indian Council of Basic Education. Our Management every year appoints professionally certified CA firms for external audit purposes and the rigorous external audit is conducted regularly twice in a year. Various required reports are generated including audited statements of accounts which are verified by the appointed Auditors and discussed thoroughly with the Head of the institution. The verified Audited reports such as Income and Expenditure, Balance sheet along with required schedules are submitted every year to the Charity Commissioner's office by the respective audit firm to complete the process.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	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.

NIL

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 various cells and committees along with IQAC cell and CDC cell to ensure quality enhancement and quality assurance. All cells and committees along with IQAC put in lots of effort in this endeavour. The institution tried to facilitate a learner centric environment through various curricular and co-curricular activities that were documented in the form of recordings, photographs, reports etc. There was an organisation of webinars, lecture series, workshops, expert talks on topics of values, quality in education. All these programmes were organised in collaborations with various government organisations, inter /intra university departments, educational institutions, Non-

govt, Organisations etc. The progress of the work was presented in staff meetings /IQAC meetings and CDC meetings so as to seek feedback and guidance from various stakeholders. Various mandatory audits were conducted as per the prescribed guidelines.

The IQAC cell was actively involved in preparation and submission of the AQAR as per the guidelines and parameters of NAAC. All the database is maintained in MIS system, G-Suit drives as well as on websites.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

The institution reviews its teaching learning process periodically through staff meetings, portfolio in-charge meetings, Student council meetings, faculty group meetings, practice teaching group meetings, IQAC meetings, CDC meetings etc. The reports of various curricular and co-curricular activities are presented in IQAC meetings and reports of it are read in CDC meetings. The progress of the teaching learning process is discussed in these meetings and necessary actions and decisions are taken as per the need. Various stakeholders such as managing body members, students, faculty and other IQAC/CDC members take part in this review process.

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

28

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
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

Three of the above

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

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

RECOMMENDATION OF VARIOUS NAAC CYCLE AND INCREMENTAL IMPROVEMENTS

NAAC FIRST CYCLE 2004

Suggestion Given

College needs ICT facilities to develop their ICT resources and provide resources required to have quality ICT Services.

Enhanced ICT facilities due to the 11th Plan Grant given under section 12b and 2 f from 2007 to 2012

1.

The College should constitute an IQAC Cell.

The college has now in place the IQAC Cell.

NAAC SECOND CYCLE 2011

1. Research Culture needs to be enhanced in the college

Teacher Educators are involved in the process of presenting research

papers.

All the Teacher Educators have completed one Minor Research Project.

Regular Action Research. Active Ph.D. cell

1.

Application

Application of Computers in Education as one of the compulsory subject to be introduced in B. Ed.

Introduction of ability course -Critical understanding of ICT

All teacher Educators are implementing it in teaching learning process.

NAAC THIRD CYCLE 2017

1. Coaching to be initiated for TET for B ED STUDENTS.

Organization of Training sessions by experts on TET.

2. Faculty development Programme in Research Methodology, Models of Teaching, Constructivism, Inclusive Education.

Lesson plan in Experiential Learning

Research Methodology workshops are organized for Ph.D. Scholars Interdisciplinary course - special one-day visit in special schools and three-day Gender equality camp and bilingual approach during

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.

The energy policy of India is to increase the locally produced energy in India and reduce energy poverty, with more focus on developing alternative sources of energy, particularly nuclear, solar and wind energy. Ours is a very small single unit of just 100 Students standalone college so we cannot have any major alternative source of energy. But we have tried the following:

1. Done an energy audit by Roshni Udyavar and associates
2. Changed the lightings and tubes as per eco natural alternatives available in the market.
3. We are in conversation with vendors to provide us cheap

alternative like Solar energy, since that is only feasible for us.

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 art of various schemes to manage and dispose of wastes is called Waste management. It can be done by discarding, destroying, processing, recycling, reusing, or controlling wastes. The prime objective of waste management is to reduce the amount of unusable materials and to avert potential health and environmental hazards. We have the following schemes in place:

1. We segregate the wet and the dry waste.
2. We recycle the papers and the Newspapers that are useless.
3. We use a huge amount of one sided paper for providing grey literature and other in house submission purposes.
4. We rebind the old books reference books, textbooks for the purpose of reusing it.

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

Two of the above

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

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

Two of the above

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

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

The institution is dedicated to maintaining cleanliness and sanitation through regular cleaning schedules and waste management systems. It enforces strict guidelines for waste disposal and encourages recycling practices among its members. Furthermore, the institution actively promotes the planting and nurturing of green cover on its premises, including trees, shrubs, and gardens, to enhance the natural environment and air quality. Efforts are made to reduce pollution by implementing eco-friendly practices minimizing carbon emissions. Regular educational programs are organized to engage the community in environmental conservation initiatives, fostering a culture of responsibility towards preserving the ecosystem for a healthier and pollution-free

environment. Students take pledge related to the cleanliness and also paper reading sessions on environmental pollution, solid waste management etc. are regularly read. Exhibitions on pollution and harmful effects are organized in the schools and the college. Green club is set up in the college through which the awareness is created.

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

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

Three of the above

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

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

0

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

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

The institution strategically leverages the local environment, locational knowledge, and community practices to address environmental challenges effectively. It actively engages with local communities to understand their environmental concerns and collaborates with them to develop solutions that are practical and culturally relevant. It also emphasizes the preservation and restoration of natural habitats and biodiversity by incorporating native plant species into landscaping and conservation efforts. Furthermore, the institution works closely with local authorities and organizations to address common environmental challenges, through partnerships and collaborative projects, it fosters a sense of ownership and responsibility among community members, empowering them to actively participate in environmental conservation efforts.

Overall, the institution's approach showcases a holistic understanding of the local environment and its interconnectedness with community practices and challenges, leading to sustainable and impactful environmental initiatives.

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

A. All of the above

organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

TITLE OF THE PRACTICE 1: - A CONNECT WITH TRIBAL COMMUNITY

OBJECTIVES: -

To sensitize the learners with the problems of the Adivasi community of the society

THE CONTEXT- Sensitive our students about the problems and perils of Tribal Community.

THE PRACTICE - we arranged a two-day camp to the Tribal Areas of Raigad

EVIDENCE OF SUCCESS- Students were shocked and surprised to know about the life of Adivasi people

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Challenges: - Pressures for parents for not sending girls students to Adivasi areas

Resources: - Funds (the NGO took care of the staying part)

TITLE: DATE WITH THE OCEAN Through AFROZ SHAHA FOUNDATION

OBJECTIVES: -

To change behaviors that causes pollution and to raise awareness on the extent of the marine pollution

THE CONTEXT - There are currently 75 to 199 million tons of plastic polluting our oceans, according to the World Economic Forum.

THE PRACTICE -

Our students go every Saturday to lend a helping Hand to the volunteers of Afroz Shah Foundation to clean the ocean adjoining to Versova beach in Andheri west Mumbai.

EVIDENCE OF SUCCESS -A positive attitude towards environment has been inculcated

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED -

Challenges: High tide sometimes poses a challenge and the students have to be kept motivated

Resources: - Hand gloves, Masks

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

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

G arnering

A ttitude for

N on-violent

D ialogue for

H armonious

I llumination

This is our Institutional distinctiveness. We at Surajba College of education believe breathe and beset that to heal the wound of the world GANDHI is the only solution. Gandhi is only the light at the end of the tunnel. So we always plan, proceed and propagate the ideals given by our father of nation in all our endeavors.

We start our day with the ideals of Mahatma Gandhi and try and end it with it also. How ?:

1. We start with a very all faith encompassing prayer.
2. The we have the Paper reading which are on topics which are of current importance but always mention hoe Gandhian ideology could solve it better and permanent.
3. We induce Nai Talim in all our Lessons given in school which basically believes in harmonious development of head, heart and hand,
4. We always take peace initiative in solving all the conflict and confrontation.
5. Though we are Government aided we offer PEACE EDUATION as a Nomenclature to the students.
6. We Celebrate peace through all our festivals ad national celebrations: Varsha Mangal. Vasant Utsa, Gandhi Jayanti, Vajubhai Memorial lecture, Martyrs Day etc.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded