SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

GANDHI SHIKSHAN BHAVAN'S SMT. SURAJBA COLLEGE OF EDUCATION

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The purpose of any educational institution is not only imparting education and giving knowledge but also make learner think critically, decide scientifically and choose wisely. It should also responsible for developing employable skill that would help lead the individual a successful life. It also is place which is a temple for development of high morals and towering value system. It's a matter of pride for us that our institution fullfil all the parameters of an educational institute.

Some 55 years a group of teachers, namely Acharya Bhise, Dr. Airon, Shri. Haribhai Trivedi, Miss Sulabha Panandikar, Shri H.B Majumdar, Shri.L.N Chhapekar, Shri. G. L Chandavarkar, Shri.K.S.Acharlu, Shri Shesh Namele, Shri Indra Vasavda and Shri Vajubhai Patel Smt. Leelaben Patel were interested in the theory and practice of Basic Education, formed an association in 1964 called Indian Council of Basic Education and got it registered under the Bombay Public Trust Act of 1950.

Council membership is open only to believers of the concept of Basic Education and those who are teachers. In 1969 under the president ship of Acharya Bhise, on 2nd July 1969, in the meeting of Board of Governors, the Honorary Secretary announced the establishment of Indian Council of Basic Education. Shri Vajubhai Patel was named the Director and his wife Smt. Leelaben Patel Co-worker and a small committee of four members namely Shri. Vajubhai Patel, Shri S.K Bhise, Smt, Sulbha Panandikar, Shri L.N Chapekar was assigned the task of preparing a scheme of work of Indian Council of Basic Education.

Gandhi Shikshan Bhavan's Smt. Surajba college of Education was inaugurated on 2nd October 1969 the birth centenary of Gandhiji to implement the ideas of basic education to the level of teacher education and school education along with research, community development and publications.

G.S.B's Smt. Surajba college of Education tries to establish a healthy relationship between the individuals and the society by inculcating in them the virtues of respect, tolerance, discipline, commitment, culture, compassion and sensitivity. Institution plays a crucial role in arousing the values in teachers in the making so that they can play their great role of strengthening democracy through developing good citizenship values in their students.

Vision

"Providing quality education for empowerment and enlightenment for preparing socially committed teachers, through Gandhian philosophy."

Our institution has been very sure that education is the only tool to bring about permanent, meaningful, and constructive change in one's own life and the environment around itself. The next question then arises what kind of quality education?

"Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skilful execution; it represents the wise choice of many alternatives."

Will A Foster

Naturally whatever efforts that are taken by our institute is intended to maintain quality in all aspects of activity that includes teaching-learning activities. Naturally our institute ensures that the student teachers are exposed to qualitative aspect of all curricular and co-curricular activities. Teaching, training, learning, co-curricular activities and assignments all are judged and assessed on the quality parameters. Besides before being an excellent teacher we ensure that they are first an excellent human being. Social commitment is anther aspect that we instil amongst our learners. We all are an integral part of our society owe to the society and overlooking the society we cannot ensure qualitative life for our self.

Remember that we are social animal, therefore society can never be eliminated from the psyche of the human beings. Student teachers are going to join the same society and work within the realm of society , so social commitment becomes an integral part of or vision.

Mission

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

In a very simple language it means that our institution has been since its inception has always been and shall always remain dedicated to the morals, vales and teaches of Mahatma Gandhi , the father of the nation. The fore fathers had a very clear vision that the only light to end the problems of the world is embedded in the teachings of Mahatma Gandhi's Nai Taleem. It is this philosophy and thought that will ensure that there is justice, freedom and peace in the world. To all the dispute, to all the injustice, to all the fights, to all the   inequality, to all the hatred the only panacea is **GANDHI.** Nothing in this world of today is more important than the equation of peaceful living. So, we have a legacy of disseminating and nurturing Gandhian values and we the Surajbites have promised to ourselves that this remains intact till eternity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength of the Institution:

- Follows Gandhian Philosophy
- Propagates Gandhian Philosophy through all activities
- Swims against the tide during crisis
- Commitment to quality
- Enriched Library
- Committed workforce
- Values nurturance at every step
- Women work force
- No donations accepted
- Variety of learning experience provided
- ICT enabled classrooms
- Absolute transparency in all aspects
- Promoting Tagorean Philosophy
- All round development of learners

- Serving the marginalized section of society

Encouraging the first generation earners

Institutional Weakness

Weakness of the Institution:

- Lack of financial resources
- Stand alone status
- Not able to undertake privatization Pressures
- Government restrictions
- Lack of understanding partners
- Being too honest

Institutional Opportunity

Opportunities of the Institution:

- Can become a premier institute for Gandhian study
- Become a meaningful partner to mutli-discipline college
- Can be converted a centre of research centre for Gandhian research
- Can be associated with B. P.ED Degree Program
- Can become a partner in Community Development studies

Institutional Challenge

Challenges faced by the Institution:

- Starting a 4year B.ED Program alone
- Finding a meaningful and understanding Partner
- Survival in the storm of privatization
- Preserving Gandhian values
- Low cost budgeting

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the syllabus established by the University of Mumbai. Since the faculty in the institution is an experienced faculty, all the faculty members are a part of the syllabus framing committee of the University of Mumbai for the various courses of the BEd. course. The institution is a Gandhian institution and Gandhian

Philosophy is interwoven in the curriculum. A number of activities are therefore planned keeping the Gandhian Philosophy in mind. The curricular aspects of this course are meticulously planned to ensure that prospective teachers are equipped with the necessary knowledge, skills, and attitudes required for effective teaching. The curriculum is structured around specific learning objectives aimed at developing competencies in pedagogy, subject matter knowledge, and classroom management. Careful consideration of various aspects, including foundational knowledge, pedagogical skills, practical experience and special emphasis on development of competencies and skills is given creating a well-rounded program that prepares our student teachers to meet the diverse challenges of the education sector and contribute positively to the learning and development of their students. Curriculum planning endeavours are guided by contemporary documents like NEP 2020, guidelines issued by the UGC, and SDGs. Local, national, and global needs of students are taken into consideration when designing the curriculum. Feedback from students is sought and incorporated into curriculum planning. After each programme and activity the students write a report wherein they share their learnings from the programmes. The needs of newly enrolled scholars are analysed to identify activities that will benefit them. Curriculum planning is done by the faculty together for the various activities and courses in the curriculum. The programme learning outcomes and course learning outcomes are displayed on the website. To keep up with the changing educational landscape, value-added certification courses are being implemented in the course. These have been organized for students in collaboration with NGOs and value-added Yoga courses have been designed and conducted by dedicated teachers. Students are encouraged to participate in MOOCs organized by the university. The programmes are designed to equip students with knowledge, skills and attitudes aligned with the NEP 2020 guidelines.

Teaching-learning and Evaluation

The approach to teaching and learning is comprehensive and dynamic, effectively integrating various methodologies and technologies. Here are some key highlights:

1. **Multimodal Approaches**: Utilizing diverse methods caters to different learning styles, enhancing student engagement and comprehension.
2. **Blended Learning**: Combining online and face-to-face interactions allows for flexibility and continuous access to resources, promoting a more personalized learning experience.
3. **Google Classroom**: This platform enables 24/7 learning, fostering collaboration and easy access to materials and assignments.
4. **Philosophical Influences**: Drawing from constructivism encourages active learning, while connectivism emphasizes the importance of networks and relationships in knowledge acquisition.
5. **Outcome-Based Education**: Aligning learning experiences with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) ensures that educational activities are purposeful and measurable.
6. **Experiential Learning**: Incorporating student-led seminars, field trips, and visits to innovative institutions provides practical insights and real-world applications of theoretical knowledge.
7. **ICT Utilization**: Leveraging e-discussion forums, Open Educational Resources (OER), and online courses enhances access to diverse learning materials and encourages collaboration.

Internship experience in schools provide valuable insights into diverse teaching methodologies and educational practices.

Using both digital and non-digital learning activities allows student-teachers to explore various pedagogical approaches, which can enhance their adaptability and creativity in the classroom. Additionally, conducting

Action Research enables student-teachers to investigate real-world issues in education, developing critical thinking and analytical skills.

The Nai Talim approach emphasizes holistic education, integrating skill development and competency building through various methods. Workshops and interactions with experts facilitate practical learning and real-world application. Remedial inputs are offered as needed to support individual progress, ensuring no student falls behind. Additionally, curricular enrichment is achieved through both synchronous (live classes) and asynchronous (self-paced learning) modes, allowing for a flexible and inclusive learning environment.

Regular mentoring can really help students navigate challenges and build resilience. The focus on holistic evaluation ensures that assessments consider various aspects of student performance, promoting a well-rounded education. Additionally, providing remedial teaching shows a commitment to supporting those who may need extra help.

By integrating reflective practices into the teaching process, students can better connect their learning to real-world applications and expectations.

Infrastructure and Learning Resources

The institution boasts a spacious campus, featuring a well-equipped computer lab and science laboratory. The ground is meticulously maintained, with regular watering of the gardens. The computer lab houses 38 functional computers, all under an Annual Maintenance Contract to ensure optimal performance. Wi-Fi access and internet connectivity via dongles are consistently provided and paid for.

The library accommodates 50 students and includes a dedicated reading room for research activities. It is equipped with computer access and internet connectivity, utilizing SOUL software for data automation. A barcode system is in place, and NLIST resources are maintained for enhanced library services.

The administrative office is air-conditioned and furnished with cubicles and storage cupboards. It benefits from reliable internet access, power supplies, and printers. In line with the institution's commitment to environmental preservation, software such as Tally and office automation tools have been implemented to reduce paper usage, with all data securely stored in the cloud.

Additionally, the institution actively organizes various sports activities, with the necessary equipment preserved, maintained, and procured as needed.

Student Support and Progression

Smt. Surajba College of Education is committed to provide support to the students in their pursuit of becoming responsible and dedicated teachers. The entire staff of Smt. Surajba College of Education works efficiently to help student-teachers succeed in their endeavors. Variety of activities are organized for their capacity building and skills enhancement which helps to shape the personality of the students. The activities such as Subject based Seminars, workshops, Expert talks, Film/Documentary screening, action research, research based extension work , visits /Camps, paper reading sessions/study circle , group work -presentations, Community work as remedial teaching activity, etc. are organized to build various capacities of future teachers.

Programmes for skill enhancement such as digital literacy, Workshops for enhancing ICT skills, MOOC courses, expert talks on OER and Creative Common Licenses. Students participated in VENTEL and SAP programmes of Government of India and collegeand students won prizes for the same. A value added 'Heart fullness course' is a 30 hour course that the students complete, which also helps in development of the students for becoming compassionate students. Another value added course in yoga helps the students for maintaining a healthy mind and body. A number of library reading activities, poetry recitation, are organized periodically.

The internship programme in various schools provides student- teachers with enormous opportunities to develop leadership skills, critical thinking skills, interpersonal communication skills as well as self-management /coping skills.

The career and personal counselling sessions are provided to students as per the requirement. The Training sessions for preparations of TET/CTET Examination are organized well in advance. The student -teachers are trained for placement interviews by organizing sessions on grooming , Mock online/offline interviews, preparations, Resume writing, Video resume preparations, placement related expert talks etc. Various advertisements for vacancies are put up on notice boards and also circulated on WhatsApp groups. Recommendations letters are provided to the students as per the need.

The students are encouraged to participate in National State and University level competitions so as to develop confidence, enhance their knowledge and skills. Students usually participate in University level extension work festival 'Uddan', National level Competition organized by Homi Bhabha Center for Science and Mathematics Education, intercollegiate street play/dance/drama/ paper modeling Mehndi Nail art competitions.

Book Bank facility is available to all the students.

The following Scholarships facilities are made available for students financial support - Rajarshi Chatrapati Shahu Maharaj Shikshan Shulka Shishavruti Scheme , Tution fees and Examination fees for tribal students , Government Scholarships and concessions for reserved categories students. Financial aid is accessible for students in need through Asha Kalla Fund Also faculty provides support in terms of finance and kind to students in need.

The G.S. Alumni association is a registered body and functional. It is instrumental in supporting student-teachers and the institution by sharing placement related news, conducting expert talks, organizing workshops, conducting demonstration lessons, funding, encouraging present student -teachers etc.

Sincere efforts are made to equip students with necessary knowledge, skills and attitudes.

Governance, Leadership and Management

Institution has a concrete foundation with a clear vision and strategic plan guided by core values. Visionary leadership, combined with decentralization and participatory measures, can create a dynamic environment that fosters growth, innovation, and inclusivity. This approach is likely to lead to significant advancements and a positive impact on both the institution and the broader community.

The institution's commitment to academic quality, capacity building, and continuous development through workshops and seminars demonstrates a strong focus on excellence and growth. The emphasis on fostering partnerships, community engagement, and innovation aligns well with its strategic goals.

E-governance and regular appraisals further enhance transparency and accountability, contributing to an efficient and forward-thinking environment.

The institution's Internal Quality Assurance Cell (IQAC) plays a crucial role in driving continuous improvement and maintaining excellence. By organizing various programs, submitting timely AQARs, conducting periodic reviews, and mentoring new faculty, the IQAC ensures that the institution remains aligned with its strategic goals. The support from the College Development Committee (CDC) further reinforces the institution's commitment to achieving and sustaining high-quality standards.

Highlights of Institutional Vision and Leadership

- The institution's focus on transparency, decentralization, and a participatory approach, combined with supportive management and a visionary College Development Committee.
- Creates a strong foundation for effective governance and leadership.
- This approach fosters trust, collaboration, and innovation, contributing to the overall success and sustainability of the institution.

Institutional Values and Best Practices

Our values express who we are and influence how we interact with others and what decisions we make, and they establish what we consider to be important. Over time our values may be challenged by others; however, we do live with our beliefs some of the time, and some of our beliefs all of the time. A values-based institution increases the reliability of professional conduct and can ensure consistent ways of behaving. The strength of a values-based institution means there are fewer changeable actions taken by individuals, especially in today's dynamic and stressful conditions. In a values-based institution, there are fewer mistaken breaches between right and wrong decisions, and between sensible and unwise actions.

Values are an institution's identity. One institution may identify student access as a core value so when programs and services are being planned, institutions think mainly about how to remove access barriers and encourage the widest possible student participation.

WHAT ARE OUR INSTITUTIONAL VALUES:

- Truth
- Ahimsa
- Simplicity
- Aesthetics
- Preservation of culture/language/ tradition
- Secularism
- Classless/ Casteless Community
- Skill-based learning
- Austerity
- Perseverance

- Honesty
- Community development

BEST PRACTICES:

Best Practices in any educational institutes points at the wide range of individual activities, policies, and programmatic approaches to achieve positive changes in student attitudes or academic behaviours. This is often seen as an umbrella term which encompasses the categories that differ on level of evidence supporting desired student or institutional outcomes: promising, validated, and exemplary.

Any institute each year must enhance the level of achievement and create a benchmark which would raise the bar of the institution. Quality does not have a upper limit so you have keep raising the bar each year by challenging its stakeholders. Taking inspiration from the same thought process we have been each year focussing on some best practices in our college.

WHAT ARE THE FEATURES OF THE BEST PRACTICES:

- Institution has tried to reduce the carbon foot print and initiate green practices as far and as much as possible.
- Energy audit was undertaken by the professional institution
- Green landscaping of the campus which are having many trees and plants
- Community services are initiated encouraged and practiced
- Collaborative Program for development of Gandhian Values
- Encouraging of learning through documentaries
- Each program is incorporated with the values, vision and mission
- Practice teaching follows 3 H prescribed by Nai Taleem

Research and Outreach Activities

Smt. Surajba   College of Education promotes research as a vital part of the curriculum. The faculty has carried research on various topics and presented papers on the same at conferences. The faculty has also published papers in Journals online as well as print journals. The Students carry out the Action Research as a part of the Semester four practicum for which the faculty organizes lectures for developing their understanding of the research. The college has a PhD cell with an intake capacity of 25 students and the faculty has been guiding these students for the PhD Course in Education. The faculty is also invited as resource persons for lectures on research methodology at the University level as well as in colleges of Education. Since 2012, 14 students have got the PhD degree. Innovative practices are always encouraged. The students are encouraged to give innovative lessons in schools using the constructivist approach. Our students have won prizes for innovative teaching learning methodology competitions at Homi Bhabha Centre for Science Education. Community work is done in collaboration with NGOs and institutions that work on Gender Equality, environmental sustainability and inclusiveness in society. Beach cleaning efforts to keep the Versova Beach clean, remedial teaching to street children and help persons with paraplegic disability on every Saturday are done. Since the last NAAC accreditation, MoUs have been signed and activities have been undertaken under the same. The college has association with NGOs concerned with environmental issues and empowerment of marginalized groups, gender equality and institutions related to Gandhian philosophy. The experience gained by collaborating with these

NGOs sensitizes students to their role of being agents of change. The students gain a sound understanding of action research fostering a problem-solving attitude. The faculty and students delve into new ways of teaching learning and thus a spirit of innovation is maintained. Students become more aware of their position as change agents as a result of their involvement with these NGOs. Students acquire an understanding of action research, which helps them develop a mind-set of problem-solving. A spirit of creativity is preserved as a result of the teachers and students exploring novel approaches to teaching and learning.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GANDHI SHIKSHAN BHAVAN'S SMT. SURAJBA COLLEGE OF EDUCATION
Address	Juhu Road (North), Mumbai-400049.
City	Mumbai
State	Maharashtra
Pin	400049
Website	www.gandhishikshan.com

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sunayana Jagdish Kadle	022-26200584	9820863062	022-2670627 7	gandhishikshanbhavan@gmail.com
IQAC / CIQA coordinator	Sabiha Sharad More	022-26200589	9821320407	022-2670627 7	sabiha.more@gandhishikshan.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-01-2015	View Document
12B of UGC	20-01-2015	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	12	Permanently Recognized by NCTE

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Juhu Road (North), Mumbai-400049.	Urban	0.93	2391.37

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Education	24	Graduation	English	100	41
Doctoral (Ph.D)	PhD or DPhil,Education,Education	36	PET SET NET JRF MPhill in Education	English	25	18

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				4			
Recruited	0	1	0	1	0	4	0	4	0	0	0	0
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				10
Recruited	4	2	0	6
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	2	0	0	0	0	3
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	0	1	0	0	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	3	0	0	0	3
	Female	29	1	0	0	30
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	11	0	0	0	11
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	1	0	0
	Female	4	4	4	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	5	3	1	1
	Others	0	0	0	0
General	Male	4	4	3	4
	Female	36	34	41	40
	Others	0	0	0	0
Others	Male	0	1	1	0
	Female	1	2	2	4
	Others	0	0	0	0
Total		51	50	52	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary education constitutes a crucial component of India's modern educational framework. By this approach, the NEP 2020 aims to provide students with access to a broader knowledge base and skill set, equipping them for the dynamic challenges of the future. A multidisciplinary approach enables students to examine topics from multiple angles, encouraging them to carve out their own independent opinions and viewpoints. The NEP 2020 aims to institutionalize multidisciplinary education across all educational levels in India, making it an integral part of the mainstream curriculum. By doing so, this approach will be accessible to a broader student base, nurturing a new generation of thinkers and

	innovators. Our college is fully prepared for this : • Professors are being called as Expert to give talks and lectures to different Institutes for making others aware about it. • Students teachers are asked to prepare lessons keeping in mind the interdisciplinary and Multi-Disciplinary approach. • A seminar in this regard is been held every year since lat 20 years to make student see the connections between the subjects and across the subjects. • THE nayee taleem also promoted in the college caters to this Interdisciplinary and Multidisciplinary Approach to education as well
2. Academic bank of credits (ABC):	The B ED programmer is yet to give the students the facility for ABC. But those students who have completed their Graduation and post-Graduation do have a ABC account for it. The Benefits of ABC is multiple. It allows students to have multiple exits and entries to a course. it also has a storage of 7 long years and students can use and upload their credits anywhere any tine. the B ED program has yet to initiate the system for it. The institute is waiting for it.
3. Skill development:	The UNO advocates that every individual should have some basic essential skills being developed for successful living. Infact they have advoted the following: The 10 essential life skills are: • Coping with emotions. • Communication skills. • Creative thinking. • Critical thinking. • Decision-making skills. • Empathy. • Interpersonal skills. • Problem-solving skills. Self-awareness. Stress management. The college has strived hard to incorporate most of the skill through its curricular and co-curricular program me. It insists that every lesson that students give should develop some skill so that they are trained for successful living. Critical and logical thinking skill being the most essential one. Also we teacher our student teachers the aspect if Inter and Intra personal skills as well because lack of this will never will have balanced personality. Also communication skill is the key to teaching so that is being developed as well on a daily basis
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge System (IKS) is a generic phrase that encompasses the knowledge assets that have evolved in India. It includes mathematics, science and technology, medicine, astronomy, architecture, philosophy, arts, languages, literature, cultural and

	social practices, traditions, etc. This tradition has been followed in our college since time immemorial. It has been an Integral part of Teaching learning. Infact we have been very proudly displaying it theourgh various activities of ours. Some examples are as follows: Through every day Exhibits on TAKING WALLLS ABOUT CULTURE AND TRADITION OF OUR COLLEGE • Through CELEBRATIONS OF VARIOUS FESTIVALS LIKE NAVRATRA, LOHDEE, SANKRANT, ONAM, TEEj, EIDUL FITR, CHRISTMAS Etc • Through Regular PAPER READING ON TOPICS LIKE PAINTING, TEXTILE DEVELOPMENT, INDIAN TRADING SYSTEM, FOOD CULTURE OF INDIA etc. • IN CC2 Course we talk about various Philosophies and philosophers which are a part of our great traditions and culture of India. • In practice teaching from Textbooks lessons are treated special whenever they emerge with Indian knowledge system
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. Using various methods and techniques in the class makes the individual more thinking and quick in his daily decision making process. In fact, the main rux of our college the training of Head, Heart and Hand is a sure shot guarantee Our lesson plan focusses and predefines the OUTCOME BEFORE THE LESSON IS PLANNED. The benefits of OUTCOME BASED EDUCATION IS AS FOLLOWS: Benefits of Outcome-Based Education (OBE) for Students • Brings clarity among the teachers and students • Every student has the flexibility and freedom of learning in their ways. • There is more than one method of learning • Reduces comparison among the students as everyone has a different target • Completely involves students taking responsibility for their goals
6. Distance education/online education:	Well ours is a full time regular mode college so DISTANCE and Online Mode is not the case for us. Some self-directed courses for MOOC has been completed by students on their own. Also some students as a part of DUAL DEGREE COURSE have

	enrolled for Distance mode as per he UGC Permission.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Well we do not have a dedicated ELC club been set up in our college since it is a new phenomenon but we have activities to do with Election and its various aspects like the lecture on election awareness and rally in the community and students who had not registered for Voting have got registered.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	ELC Club is not formally constituted the students don't have a spelled out role but they are engaged in various activities connected to election and its process. Our institution is a election booth for loksabha and Rajyasabha elections in 2024. But students and faculty members were not involved by the election committee .
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Following are the programs initiated and organized for the awareness of the election and electoral process A DLLE project awareness of the election and electoral process to students was send for the training B Miss Bhagyashree Badigi was called to the college and she gave a talk on issues and process of electoral process in India C Everyday morning assembly paper reading about election with title 1) The festival called Election in India 2) The Peril of multiparty election in India D Mr. Roshan Verma a law professor was called to give a talk on "Legal Aspects of Election in India"
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Well we do a lot of activity of awareness for drive for the spread of DEMOCRACY like when we celebrate "Constitution Day" of 26th November with skit, exhibition, paper reading, Expert talks and lessons conducted in schools to develop awareness as part of DLLE project i.e. of Department of Life Long Learning – University of Mumbai.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Our students are adults in the age group of 21 years and above and when they come for the B.Ed. course, most of them are already having voters ID card before they come. Hardly anyone is without a voter card as per our records and interaction with them yet we conduct program for awareness so that these

	students are equipped with the information to disseminate the information in the society.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
51	49	51	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	55	50	50

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
46	46	50	50	50

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
46	46	50	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
51	49	51	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	8	8	8

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	19	19	19

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
21.2	18.9	13.96	20.21	18.19

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 38

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

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4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The institution adheres to the NCTE framework and the updated syllabus provided by the University of Mumbai. The institution plans and carries out curricular and co-curricular activities in line with its vision, mission, and philosophy.

Planning of the curriculum: The curriculum is planned at the beginning of the academic year. Various ELM-3H activities are used to implement the curriculum planning for the holistic development of the student teachers. Teachers are assigned the courses. Two teachers share a particular course and the teachers discuss about the methods of teaching a particular topic, the activaties to be conducted and the tasks and assignments to be given to the students. Regarding the internship, the teachers discuss the planning of the practice teaching programme with the principal and the school teachers. The students are oriented to the courses and informed about the course outcomes at beginning of each semester. The academic calendar is created in collaboration with the faculty team, and the students receive the timetable well in advance each week for activity planning and implementation.. The students are encouraged for self-learning and are motivated to join MOOC courses as per their interest.

Review of the curriculum: The review of the curriculum is discussed among the faculty formally in meetings IQAC) and informally. Activities are regularly reviewed and adjusted as needed, and documentation, including records, photos, pamphlets, brochures, program schedules, reports, and attendance records, is maintained. After every programme there is a review session and students are given a constructive feedback by the faculty. The students are informed about any mid-term modifications if suggested by the government as per the new policies in the classroom or through social media.

Adapting the curriculum to the local context: The local context is taken into consideration and the relevant topics are included in the curriculum. Various boards of education like CBSE, ICSE, IGSCE and IB are mushrooming in the society, the students are given information about these boards and internships are organized for the students in these schools affiliated to the different boards . With the advent of technology in education, the students are encouraged to use technology in class whenever possible and they have been trained to use various apps, preparing e portfolios and using the Google classroom efficiently. The NEP 2020 is futuristic and students are therefore trained as per the needs of NEP 2020. Workshops and courses in AI have been organized for the students. The institution tries to prepare the students for the future challenges

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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 last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)

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

Response: 75

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 1.2

1.2.2.1 **Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	3	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 40.64

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
51	0	51	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

    1.Provision in the Time Table

2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 1.99

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	3	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)

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

Response:

The curriculum offers a rich tapestry of opportunities to acquire and display information, skills, values, and attitudes across multiple learning areas, all carefully crafted to equip future educators. This comprehensive strategy pledges that the to be teachers are not just subject-matter experts but also competent, ethical, and introspective teachers.

An Understanding of Teacher Education: Students are oriented to the various theory and practical courses when they are admitted to the institution. The Contemporary changes in Teacher education due to NEP 2020 are also introduced so that the students are prepared for the changes and challenges. Along with this the students are also introduced to the Vision and Mission of the institution. Since the institution is a Gandhian institution the students are also made aware of Gandhian Philosophy and the Philosophy based programs are included in the curriculum through which a number of values ??are developed in the students.

Actual Work Experience -Experiential learning Internships are organized so that they gain vital practical skills throughout these experiences, like course delivery, classroom management, and student engagement. Working together with more Experienced Educators enables student teachers to develop professional attitudes like accountability and resilience while also observing and putting into practice successful teaching techniques. The institution has a very good rapport with the practicing schools which provide ample opportunities for training the students. To foster flexibility and creativity, students learn how to write lesson plans that accommodate a variety of learning requirements and styles. Students learn a variety of evaluation strategies, which let them assess students' progress and modify their instruction to better suit the requirements of their students.

Reflective Practice

A fundamental component of the curriculum is reflective practice. Regular assignments help to evaluate both their own teaching strategies and their students' learning outcomes encourage critical reflection among students and there is professional improvement by fostering a growth mindset. Students are often asked to reflect on their learnings and then improve.

Ethics and Principles
The curriculum emphasizes the importance of ethics and values ??in schooling. Diversity, equity, and inclusion are covered in courses, giving students the tools they need to provide welcoming learning environments for all students.. Students also study professional ethics, which equips them to handle challenging circumstances with accountability and integrity.

Acquisition of Skills
The Curriculum offers opportunity for students to improve their teamwork and communication skills as they learn critical skills. They get knowledge on how to collaborate well with others and effectively communicate information through group projects.

As students interact with educational ideas and methods that improve their capacity for problem-solving and decision-making, critical thinking is another important area of ??concentration.

Integration of Technology
One more crucial component of the curriculum is the use of technology in the classroom. As a result of their increased expertise with a variety of educational technology, students are more equipped to design captivating lessons that appeal to the younger generation of students. This ability increases their efficacy as teachers and also gets them ready for the changing face of education.

Participation of the Community
Service learning programs provide students a chance to interact with their communities and use what they've learned in practical settings. Teachers are encouraged to understand and respond to the many needs of the communities they work with because of this involvement, which also promotes civic responsibility.

The curriculum develops educators who are well-rounded through a comprehensive approach. It equips students to be informed, competent, and moral leaders in education through interdisciplinary learning, real-world experiences, reflective practices, and a strong emphasis on values, skills, and community engagement.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Acquiring knowledge through theory courses:

Certain theory courses in the B.Ed. The curriculum assists students in becoming acquainted with the diversity of the Indian educational system. Students can analyze the subtleties of various boards by studying the curriculum in courses like Educational Management (Semester 2), Assessment for Learning (Semester 3), and Contemporary India and Education (Semester 4). The curricular transaction for the courses is carefully planned to make sure that the unique characteristics, evaluation procedures, and standards of these Boards are well understood.

Experiences from internships:

The Institution arranges internships in Schools affiliated with the ICSE Board, and the Maharashtra State Board or other international schools. Students gain experience with the curriculum by teaching internship lessons in both kinds of schools. Understanding how various boards operate is also aided by interacting with the teachers. Besides this sometimes the students are placed in schools which have 2 boards and they are given to teach students or attend the classes for proxy lectures thus acquainting them to different boards.

Getting information from Peers

At the end of the practice teaching program of a particular semester, the students from each group present their learnings and activities conducted in from of the whole class. They discuss on what special activities they have conducted and thus sharing this knowledge and information helps them get acquainted to different boards.

Assignments undertaken:

Students also take up assignments to compare the different boards and teaching pattern in different countries thus giving them a wider perspective of the working of different boards. Eg in Mathematics assignment on text book evaluation the students are asked to compare the textbooks of different boards and thus acquainting them to the text books of different boards.

Library Facilities

Students are encouraged to go to the library and compare books of different boards like the SSC, ICSE, CBSE and IG boards.

Visiting special schools

The students are taken for the visit to special schools like dilkhush special schools, schools for children with Autism-Sopan Special school, Shruti special school for deaf and dumb and also Adivasi schools. The students learn about the various special children and the challenges they face and the role of the teachers in catering to the needs of these children.

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

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

According to the college, there are complex relationships between different elements of the learning experiences. These can assist in preparing oneself to enter the workforce with a clear sense of purpose and the self-assurance to succeed. The college believes in Gandhian Philosophy and the curriculum lays emphasis on all-round development of the personality of the students which is holistic development as per NEP2020. Experiential learning is emphasized for which a variety of activities are planned in the curriculum so that the cognitive, affective and the Psychomotor domains are developed.

The efforts in this regard are as follows:

Activities to develop Cognitive domain:

Efforts to develop the 21st century Learning skills such as critical thinking, collaboration, creativity and communication are emphasized through various curricular and cocurricular activities that include Paper reading sessions, Group work, role play, dramatization, small group discussions, debates and student led presentations, watching films and documentaries and reviewing the films, interacting with experts and participating in inhouse seminars, book reviews and research projects, visits, self-study courses.Students are prepared for holistic assessment by exposing them to the various tools of evaluation. Action research projects so that the students get the knowledge to conduct systematic research as well as bring a change in the existing issues.

Activities for Affective domain

Community work, Visits to institutions of differently abled children, camps, Gandhian Philosophy based programs, debates and discussion on sensitive topics related to inclusion, value development seminars, Activities for environmental preservation-beach cleanups ,yoga and meditation courses and value added courses

Psychomotor skills

SUPW workshops, Arts and craft workshops, self-defense workshops, school internship developing teaching-learning, evaluation and classroom management skills.

The Curriculum of the institution therefore develops the holistic personality of the students and through the experiential learning activities and the engagement of the students in the activities the students become nation builders to the society through quality teacher education that is holistic, humane, and self-reflective. .

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)

1.4.2

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 94.91

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any other relevant information	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 28.8

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	06	03	06

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

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 1.59

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)
Any other relevant information	[View Document](#)

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..

Response:

As ours is a Grant in Aid college. All the 50 students are allotted by the MHCET Cell of the state of Maharashtra. The admission is through centralized admission process (CAP) by the MHCET Cell of the state of Maharashtra. The CAP process is online and digitalised both at the state level and college. 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 thorough verification of all the details and certificates by the members of the admission committee when they come for the admissions. The admission fee is as per Govt. directions. The needy students are also given a facility to pay fees in 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 is done by the Higher and Technical Education, Govt. of Maharashtra. The Interaction on one-to-one basis with students gives insights into the communication skills of students. The Bilingual approach is used in the classroom. Never the less the college has the mentor mentee programme where one faculty is in charge of the group of students who looks into the development of the students, their attendance, their progress. Since the internship programme is of more duration the incharge in the school also looks into the progress of the students and helps the student in challenges the student faces and also guides the lessons as per the capability. As per University syllabus the content test in the pedagogy subject that is taken at the time of admission, is in the second semester, but the students are asked to start preparing for these tests by asking them to take books from the library and study from them so that they are prepared for the content. Our college believes in organizing activities and giving opportunities to each student for participating in these activities and the students who are shy or lack confidence are mentored and motivated to participate . The daily paper reading session develops communication skills and confidence in the students as there is a discussion after the paper is read and the faculty comes to know more about the students reading habits , communication skills, thinking process and accordingly guidance is given to them. There are lesson planning workshops, Discussions on NEP 2020 , Grooming workshops for placements , ICT workshops etc. which give students exposure. Councelling is done and remedial teaching is done on one to one basis whenever the student asks for it. During exams study leave fr 4 days is given which is termed as individual tutorials , where in the students come and ask their difficulties to the faculty and they are helped.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 8.5

2.2.4.1 **Number of mentors in the Institution**

Response: 6

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

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

The institution employs a student-centric teaching methodology that transforms learners from passive recipients into active participants. This approach fosters confidence and independence, enhancing the overall educational experience. Teaching strategies include a variety of engaging activities such as brainstorming, flipped classrooms, study circles, documentaries, and seminars.

Given that our learners are student teachers and adults, diverse methodologies—like constructivism, project-based learning, and various teaching models (e.g., CAM, Social Inquiry)—are tailored to suit specific topics. During the pandemic, the shift to ICT was pivotal, facilitating content enrichment and skill development through platforms like Edmodo, Zoom, and Google Classroom.

Innovative methods such as workshops, simulations, role-playing, and real-time case studies are integral to our curriculum. This participative approach also involves alumni and experts, creating a collaborative learning environment that emphasizes problem-solving and experiential learning. Overall, the institution strives to create a dynamic, engaging, and effective learning experience for all students.

Experiential learning:Experiential learning is used wherever applicable in theory and lessons.

Problem solving learning: Scenarios based exercises are used in the classroom and the students learn from them by using the problem solving approach.

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

Focussed Group Discussion: Students are given topics in groups and they work in groups and discuss in the class. Cooperative learning stategies like the think pair share, brainstorming, learning together, etc are

used. Students also give group presentations for certain topics.. They work together and then have a thorough discussion on the content.

Online mode: Documentaries, films , videos on educational topics are viewed and the students are given to write reviews on the same.

The students learning in smt surajba college of education is not restricted to the classroom as now a days the classroom is a box as the ICT has helped in aquiring information by sitting at a place. It is essential to collaborate and coordinate for learning , so for thia a number of visits and activities are arranged in different institutions like the Nehru science centre, American counsalate library, Chatrapati shivaji museum where students attend workshops ranging from 2 dsys to a week . Gender training workshops are arranged and camps to rural areas where students get exposed to Adivasi ashram schools etc, is the part of the curriculum. Outreach programmes also serve as a great learning experience. The Institution lives up to the mission of developing all the three domains of the students through all the different programmes that are organized developing a holistic personality.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 97.3

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	7	8	8

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 98.04

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

Response: 50

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

The Continuous Internal Evaluation (CIE) system plays a crucial role in fostering student growth and enhancing educational reforms. By grouping students based on activities and assigning dedicated faculty mentors, the institution ensures personalized guidance and support.

There is Mentor Mentee system followed in the institution. Mentoring efforts in the institution is done with respect to working in teams, dealing with student diversity, conduct of self with colleagues and authorities , balancing home and study , keeping oneself abreast with recent developments in education and life, Personality development.

In practice teaching, for instance, Supervisor teacher is in charge of students in schools, facilitating real-world learning experiences.In schools, students gain professional experience by working alongside trained teachers, engaging in tasks like supervision and event assistance, all under the guidance of their mentors.

Faculty groups, formed by student roll numbers, engage in regular meetings, addressing both academic and personal challenges through counselling.

Students also engage in community work, collaborating with faculty to contribute meaningfully to society. There are faculty incharge of each group and the students work is observed and guidance is given to the students accordingly. Additionally, the pedagogy method groups focus on developing expertise in subject-specific teaching methods and organize activities. Students are guided well for completion of assignments and writing in exams as per the assessment done through performance in their classtests essays and content tests and assignments. There are faculty coordinators leading various celebrations and programs to cultivate soft skills and personality traits. Once again they are observed guided on the performance in these programmes.

The college is strict with the attendance . Regularity , Punctuality and discipline is essential for success. These qualities have to be developed in the professional college as they will be in the world of work after the course. Therefore special care is taken that the students are regular and punctual in class and guided by the teachers accordingly and strict action is taken in case the students are not regular ensuring that this professional attribute is also developed.

To prepare students for university exams, class and essay tests are conducted. In our institution, all-round development isensured through participation in celebrations, seminars inhouse, visits, workshops, camps, expert talks , outreach activities, SUPW etc. . This holistic approach ensures that students are well-equipped for their future careers.

File Description	Document
Documentary evidence in support of the claim	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

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

2.3.7

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

Response:

The curriculum transaction in the college is basically experience based, participatory and learner centric. All the facilities available in the college are 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

1. Workshops in Drama and Arts in Education
2. Vocational /Work Education- SUPW

Innovativeness is developed through

1. Lesson template preparation Based on Models of Teaching Innovative Lesson template
2. ICT Oriented Lessons
3. Activity Oriented Classes
4. Workshop on Teaching Aids
5. E-Content Preparation
6. E portfolio designed by students

Intellectual and Thinking Skills are developed through

1. Action Research
2. Practicums
3. Practical work
4. Seminars
5. Assignments
6. Brain storming sessions
7. Reading and reflection on text
8. Concept map on any one topic in higher secondary level
9. Debates on topic of social and conceptual importance
10. Gender issue awareness and management

Empathy is developed through

1. Social Visit
2. Reflective Journal Preparation
3. Community Living Camp Awareness Program in Practicing Schools
4. Group Seminar
5. Group Discussions
6. Participation in Rural Reconstruction
7. Working with Community
8. Remedial classes to weak students in neighbourhood schools
9. Distribution of Useful Cloths and Stationery to Poor homes.
10. Life Skills are developed through Field Trips
11. Daily Assembly and paper reading
12. Morning Prayer
13. Sports Day
14. Participating in Intercollegiate Competitions and University Competitions

Naturalistic intelligence is developed through

1. Cleaning the campus
2. Planting trees

3. Paper carry bag preparation

We are all born with the propensity to achieve, succeed and thrive in our endeavours. We have certain skills, talents and abilities that can be nurtured, shaped, formed and encouraged. The human species has a vast number of these talents, skills and abilities, and it remains a wonder as to how some individuals reach the pinnacle of perfection with their skills and talents, while others remain simply mediocre.

1. Aishwarya Chawan (Learning through Peers)

Aishwarya was an engineer, who came to study B.Ed. after finding nothing exciting in Engineering. She was very confident with ICT and became a mentor for many. So she was involved in training the other students for lessons which needed the induction of ICT and they started creating a bond with her. She developed friendship and bondage with other students.

1. Jamila Khan (Cooperative learning)

A first-generation learner from her community. Jamila was very shy and a woman of few words. She was also hesitant to speak in the initial stage. Once put in a group with her friends and co-learners she started participating in various programmes. She also learnt how to use ICT with various novelty and gave some extraordinary lesson towards the end to SEM IV.

A 30 hour course in heartfulness education was started in 2022, which has also helped students learn to be good human beings and values like gratitude, compassion, self awareness and managing emotions which is the need of todays times have been instilled in the students.

The college ensures that the students who go out in the system are well prepared for the challenges of the profession as well as well equipped with the necessary skills.

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

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

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits

6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan(IEP)

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.3

Competency of effective communication is developed in students through several activities such as

    1. **Workshop sessions for effective communication**
    2. **Simulated sessions for practicing communication in different situations**
    3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
    4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

    1. **Teacher made written tests essentially based on subject content**
    2. **Observation modes for individual and group activities**
    3. **Performance tests**
    4. **Oral assessment**
    5. **Rating Scales**

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: B. Any 4 of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The internship program for student teachers is a structured and comprehensive initiative designed to prepare them for effective teaching. Here's an overview of the key components:

1. **Preparation Phase**:
   - **Demonstration Lessons**: 11 demonstration lessons methodology wise are organized to

provide practical insights into effective teaching methods.These are prepared model lessons demonstrated by the faculty and also few by the alumni.

- **Workshops**: Lesson planning and Unit planning workshops are conducted to enhance lesson planning and teaching skills. These workshops help them learn to plan and implement lessons using variety of methodolgies

2. **Grouping and Coordination**:
    - **Student Grouping**: Student teachers are grouped by subject, medium, and readiness, coordinated by a faculty supervisor.
    - **School Partnerships**: Established rapport with local schools to secure permissions from principals for student teaching.

3. **Orientation and Conduct**:
    - **Student Orientation**: Covers conduct, dress code, lesson preparation, evaluation criteria, and school regulations.
    - **Mentorship**: Each group is assigned a supervisor and a mentor teacher to guide them throughout the program.

4. **Implementation**:
    - **School Interaction**: Meetings held between college faculty, school principals, and supervising teachers to coordinate activities.
    - **Assignment of Subject Teachers**: School subject teachers work directly with the student teachers, offering support and guidance.

5. **Feedback and Reflection**:
    - **Constructive Feedback**: Supervisors provide oral and written feedback on lesson plans and teaching performance.
    - **Reflection Sessions**: Student teachers reflect on their experiences during feedback sessions, facilitating personal and professional growth.
    - **Peer Assessment**: Student teachers engage in peer assessments to foster collaborative learning and self-improvement.

This systematic approach ensures that student teachers receive practical experience, mentorship, and constructive feedback, essential for their development as effective educators.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 7.67

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 6

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: C. Any 4 or 5 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Once students are ready for the practice teaching programme, the Grouping of the student teachers is done as per the subject. Each group has a supervisor from the college who is with the students during the entire practice teaching programme. The supervisor monitors the student during the internship and guides them in all the activities. The guidance is provided from time to time. The feedback about the student teacher is given by the supervisor and the teachers of the school to the college faculty supervisor also. Written as well as oral feedback is given to the students when they implement the lessons during the practice teaching. The students share their experiences and learnings when they are a part of an activity

assigned by the supervisor of the school in the entire group and discussion takes place. Peer feedback is also sought and the students are asked to reflect on the activities and their participation and learnings at the end of the day and this is also shared and discussed and the faculty gives their feedback to

It is a comprehensive teacher training program structured across multiple phases, allowing students to gain practical experience and develop their teaching skills. Here's a summary of the key components:

Phase 1: Internship (3 Weeks)

1. **Activities**: Shadowing school teachers, observing lessons and school activities.
2. **Deliverables**: Teach 5 lessons using their own pedagogy.

Phase 2: Practice Teaching (11 Weeks in Semester III)

1. **Activities**:
    - Teach 10 lessons in their own pedagogy.
    - Conduct 2 themed lessons.
    - Co-teach 3 lessons with school teachers.
    - Create, administer, and analyze a unit test.
2. **Reflective Practice**: Maintain a reflective journal to document learning experiences.

Phase 3: Advanced Teaching (5 Weeks in Semester IV)

1. **Activities**:
    - Teach 10 lessons (5 in a second pedagogy, 5 with peers).
    - Observe school activities and conduct additional activities documented in the reflective journal.
    - Conduct an action research project focused on a school-related problem, proposing solutions.

Support and Supervision

1. **Mentorship**: Continuous support from a mentor and school staff (teachers, supervisors, principal).
2. **Feedback Mechanism**:
    - Written and oral feedback from supervisors and school teachers.
    - Peer feedback and reflective discussions on experiences.
3. **Group Discussions**: Regular sharing of experiences, learnings, and peer reflections facilitated by college supervisors.

This structure not only provides a solid foundation in practical teaching but also emphasizes reflective practice and collaborative learning, crucial for developing effective educators.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School* Teachers**
4. **Principal / School* Principal**
5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 38.95

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 67.57

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 5

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 18.33

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

Response: 110

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Here are several effective ways for teachers to engage in professional development:

1. **Workshops and Seminars**:
   - Attending workshops and seminars on various educational topics to gain new insights and teaching strategies.
2. **Online Courses and Webinars**:
   - Participating in online courses or webinars that cover current trends, technologies, and methodologies in education.
3. **Peer Collaboration**:
   - Engaging in collaborative teaching practices, such as co-teaching or peer observations, to share experiences and best practices.
4. **Mentorship Programs**:
   - Pairing with experienced educators for guidance and support in navigating teaching challenges and professional growth.
5. **Professional Learning Communities (PLCs)**:
   - Joining or forming PLCs to collaborate with colleagues on curriculum development, assessment strategies, and educational research.
6. **Seminars-conferences**:
   - Attending local, national, or international conferences to network with other educators and learn about innovative practices.
7. **Reading Professional Literature**:
   - Staying informed by reading books, journals, and articles related to education, pedagogy, and subject-specific developments.
8. **In-House Training**:
   - Participating in in-house professional development sessions that address the specific needs and goals of the faculty and institution.
9. **Action Research**:

- Conducting action research in the classroom to explore and improve teaching practices based on systematic inquiry.
10. **Reflective Practice**:
    - Engaging in reflective practices, such as keeping a teaching journal, to critically analyze one's teaching methods and student outcomes.
11. **Technology Integration**:
    - Learning about and implementing new educational technologies to enhance teaching and learning experiences.
12. **Networking with Other Institutions**:
    - Collaborating with educators from other schools or colleges to share resources, strategies, and experiences.

By embracing these professional development opportunities, teachers can continuously enhance their skills, adapt to new challenges, and improve their effectiveness in the classroom.

Collaboration and Professional Development Among B.Ed. Faculty

1. Ed. faculty in aided colleges maintain strong connections through various formal meetings and collaborative activities:

1. **Collaborative Meetings**:

1. Faculty regularly convene to work on essential tasks such as:

Paper Setting: Collaborating on the design and structure of university examination papers.

Paper Assessment: Jointly evaluating and grading student assessments to ensure consistency and fairness.

Syllabus Revision: Reviewing and updating the curriculum to align with current educational standards and practices.

Department Meetings: Discussing strategies for advancing programs, particularly in response to challenges posed by COVID-19.

1. **Knowledge Exchange**:

These interactions facilitate significant knowledge exchange among faculty members, fostering a culture of collaboration and continuous improvement.

1. **Advanced Educational Pursuits**:

Faculty are encouraged to pursue further educational degrees, such as M.Phil., M.A., and Ph.D., as well as task-specific certificates. This commitment to lifelong learning enhances their expertise and teaching effectiveness.

Through these collaborative efforts and a commitment to professional growth, B.Ed. faculty not only enhance their own qualifications but also contribute to the overall advancement of educational practices

within their institutions.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The continuous evaluation of student achievements at Smt. Surajba College Of Education is a comprehensive and structured process designed to foster learning and growth. Here's how it works:

Assessment Components

The evaluation system includes a variety of assessment methods, such as:

1. **Tutorials and Assignments**: Regular tasks that reinforce learning and comprehension.
2. **Presentations and Essays**: Opportunities for students to express their understanding and articulate ideas effectively.
3. **Examinations and Projects**: Formal assessments that gauge overall knowledge and application skills.

Mentor-Mentee Program

This program plays a vital role in the evaluation process, involving multiple stakeholders:

1. **Principal, Faculty, and Peers**: All contribute to assessing student performance and providing valuable feedback.
2. **Retests/Resubmissions**: Students have the opportunity to improve their work under special circumstances, promoting a growth mindset.

Counselling and Support

Faculty advisors provide ongoing support and guidance, helping students navigate academic challenges and personal development.

Adaptation to Online Learning

The evaluation system was significantly revamped in response to the pandemic. Key changes included:

1. **Online Submissions**: All assignments, essays, and learning materials are submitted through an online platform, ensuring accessibility and flexibility.
2. **Online Feedback**: Feedback is provided digitally, allowing for timely and effective communication.

Internal Evaluation Process

Continuous internal evaluation occurs at four levels to maintain objectivity:

1. **Principal Evaluation**: Insights from the principal regarding overall student performance.
2. **Coordinator Evaluation**: Coordinators assess academic and co-curricular activities.
3. **Mentor-Mentee Evaluation**: Regular feedback from mentors on student progress.
4. **Peer Evaluation**: Structured orientation ensures that students understand the process and criteria for peer assessments.

Transparency and Orientation

Students are informed about the objectives and criteria for each evaluation, fostering clarity and accountability. The orientation for peer evaluation helps students understand their roles in the feedback process.

Compilation of Results

Final internal evaluation results are compiled following university guidelines and submitted to the relevant authorities, ensuring that the evaluation process aligns with institutional standards.

Overall, this comprehensive and adaptive evaluation framework not only assesses student learning effectively but also supports their development as confident and capable educators.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**

3.Provision of improvement opportunities
4.Access to tutorial/remedial support
5.Provision of answering bilingually

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The evaluation pattern for the Two-Year B.Ed program comprises both internal and external assessments. Internal assessments are conducted by the college to gauge student performance throughout the course, while external assessments are administered at the university level to evaluate overall academic proficiency.

Procedure to redress grievance with respect to Internal Assessment

Internal Assessment for each theory course in the Two-Year B.Ed. program consists of essays, assignments, and class tests, totaling 40 marks. After evaluations, students receive their graded answer scripts and can discuss any queries with the evaluator for clarification. Any calculation errors or omissions in assessment are promptly addressed. Students are informed of the expected answers, which helps them identify their own gaps in understanding. The marking scheme is also clearly explained. If further grievances arise, students can approach the faculty in charge of internal assessment for additional clarification. Additionally, senior faculty members review selected papers assessed by newly appointed faculty to ensure consistency and fairness in grading.

Procedure to redress grievance with respect to External Assessment

When university results are announced, candidates dissatisfied with their marks can request a revaluation following the prescribed procedure. The college office ensures that these requests are submitted to the university within the designated time-frame. Additionally, the college office follows up on the revaluation process and keeps students informed about the outcomes once their requests have been processed.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

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 if 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

Internal Evaluation Overview

1. **Integration into Curriculum**:
    - Internal evaluation is a key component of the B.Ed Two Year CBCS (Choice Based Credit System) program.
2. **Syllabus Guidelines**:
    - The internal assessment pattern follows the guidelines set by the university syllabus.
3. **Planning Meetings**:
    - At the beginning of each term, curriculum planning meetings are held, allowing sufficient time to strategize the internal assessment.

This structured approach ensures that internal evaluations are well-planned and aligned with academic standards. If you need more information or details, feel free to ask!

Internal Assessment Planning

1. **Alignment with Academic Calendar**:
    - Internal assessment planning is conducted in accordance with the academic calendar.
2. **Advance Schedule Display**:
    - The assessment schedule is posted well in advance for students' benefit.

3. **Spacing and Timing**:
    - Care is taken to space submissions and tests adequately, reducing stress for students.
4. **Adherence and Flexibility**:
    - The schedule is generally followed, with adjustments made only for unforeseen circumstances.
5. **Feedback Incorporation**:
    - Suggestions from both faculty and students are considered before finalizing assessment dates.
6. **Digital Arrangements**:
    - Google Classroom is utilized for uploading soft copies of assignments.
7. **Data Management**:
    - Regular data entry and verification are conducted to identify and correct any errors.

This systematic approach helps ensure that internal assessments are organized, student-friendly, and effectively managed.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

1. **Affiliation and Curriculum**:
    - The institute is affiliated with Mumbai University, offering a teacher education undergraduate program under the Faculty of Interdisciplinary Studies.
    - The university curriculum is complemented by programs based on Gandhian philosophy.
2. **Levels of Evaluation**:
    - Student evaluation occurs at three levels:
        1. **Program Learning Outcomes (PLOs)**
        2. **Course Learning Outcomes (CLOs)**
        3. **Project-Based Courses**
3. **Transparent Evaluation**:
    - The institution employs a transparent evaluation process.
4. **Program Learning Outcomes**:
    - Measured through student participation in:
        1. Activities and events
        2. Cultural programs
        3. Theme-based celebrations
        4. Seminars and workshops

5. Conferences and panel discussions
6. Competitions at various levels
7. Community service and Socially Useful Productive Work (SUPW)
   - These activities foster the development of soft skills, values, teamwork, coordination, communication, and aesthetics.
5. **Course Learning Outcomes**:
   - Evaluated through theory and practicum as per the curriculum.

This structured approach ensures comprehensive student development and a focus on both academic and personal growth.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 100

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
46	46	50	50	50

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

CCE contributes to creating well-rounded professionals who are equipped to meet the diverse needs of their future students. It is indeed a crucial component of the B.Ed curriculum. It emphasizes the holistic development of teacher trainees by assessing not just academic knowledge but also personal and professional attributes.

By incorporating various assessment methods—such as projects, presentations, peer evaluations, and self-assessments—CCE provides a more rounded view of a student's abilities and growth. Additionally,

Student performance in theory courses is effectively monitored through a variety of assessment strategies, each designed to provide a comprehensive view of a student's understanding and skills. These include:

Essays and Assignments: These assessments gauge the depth of knowledge and critical thinking skills, allowing students to explore topics in detail.

Class Tests and Examinations: These provide a structured format to evaluate understanding and retention of course content.

Formative Evaluations: Techniques like quizzes and class discussions encourage active participation and immediate feedback, fostering a dynamic learning environment.

Student progress in project-based activities is assessed through various methods, each tailored to the specific nature of the activity. Here's a breakdown:

Internship Lessons: These are evaluated using criteria s that captures various dimensions of teaching practice, including lesson planning, execution, presentation and student engagement. **Action Research**: The evaluation focuses on both the process and the final report. This means students are assessed on their ability to identify issues, implement solutions, and analyze outcomes, as well as the clarity and thoroughness of their written report.

Co-curricular Activities and Community Work: These activities on the basis of participation, teamwork, and impact. Since project-based activities are inherently process-oriented, the emphasis is placed not just on the final outcomes but also on the journey taken to reach those outcomes. This holistic approach encourages students to reflect on their learning processes, fostering skills like critical thinking, collaboration, and adaptability, which are essential for their future roles as educators.

All these evaluation strategies are aligned with Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs). This alignment ensures that assessments not only measure academic performance but also reflect the broader competencies expected from graduates.

Student performance across the various areas is formally documented through grades and marks in theory courses, project based courses and co-curricular activities by various ways like **Formal Documentation**: Grades are assigned for each area of assessment, **Mentorship Records**: Mentors for each internship

group maintain detailed records of students' personal and professional attributes. This documentation helps track growth and areas needing attention, **Regular Feedback**: Faculty provide ongoing feedback on both professional and personal attributes, guiding students in their development. This feedback is crucial for helping students understand their strengths and areas for improvement. **Group Advice and Mentoring**: Mentors conduct group sessions where students can reflect on their experiences and identify their professional and personal growth. This collaborative approach fosters peer learning and support, **Integration of Theory and Practice**: Some theory courses include content specifically related to personal and professional attributes. Faculty use these topics as discussion points, encouraging self-analysis and critical reflection among students.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 47.83

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 22

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Teaching and learning institutions strive to enhance the entry-level abilities of learners, ensuring

continuous growth and development throughout their time at the institute. Each encounter and experience significantly impacts the learners, building their confidence and professionalism.

Practice Lessons

Initially, student teachers approach practice teaching in schools as novices. They may struggle to manage the classroom and communicate effectively, relying on their natural instincts. After each lesson, students engage in reflective practice, analyzing their strengths and weaknesses. This process includes:

1. **Peer Feedback**: Students provide insights and suggestions to one another, fostering a supportive learning environment.
2. **Supervisor Faculty Feedback**: Instructors offer professional critiques, guiding students toward improvement.

This combination of reflection and feedback helps student teachers refine their techniques, adopt innovative methods, and progressively enhance their teaching skills. By the end of the practice sessions, the evaluation graph clearly indicates their improvement.

Co-Curricular Activities

When students first enter college, they often experience anxiety and shyness, which can hinder their participation in co-curricular activities. However, through:

1. **Constant Motivation**: Faculty encourage students to engage actively, emphasizing the importance of participation.
2. **Mandatory Involvement**: Requiring 100% participation in activities pushes students out of their comfort zones.

Over time, this consistent encouragement helps students become more confident and willing to take initiative. By the end of their course, they transform into seasoned participants, showcasing their growth in both personal and professional spheres.

Overall, this structured approach to practice lessons and co-curricular activities effectively fosters a culture of continuous improvement, enabling students to develop essential skills and confidence that will serve them well in their future careers.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.48

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC

website during the last five years

Response: 6.89

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	16	7	4	22

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 6.89

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	38	2	5

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 6.4

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	2	6	8

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 100

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
51	49	51	50	50

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 100

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
51	49	51	50	50

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Outreach activities encompass a range of strategies aimed at reaching out to disadvantaged communities, advocating for social causes, and addressing societal issues. The significance of outreach activities lies in their ability to create awareness, empower individuals, and foster positive change. By bridging gaps and facilitating access to essential services, outreach activities contribute to a more inclusive and equitable society. Each organization brings its unique perspective and expertise to the table, resulting in a diverse range of outreach activities that cater to different needs and communities. Engaging students in outreach activities is a powerful way to raise awareness about social issues while contributing to community development. By involving students in hands-on experiences, the students cultivate a sense of responsibility and encourage active participation in societal change.

In our college we have the following type of OUT REACH ACTIVITIES:

- Educational Opportunities providing Activities:
- Environmental Based Outreach Activities
- Value development Outreach Activities

The students engage in the Service learning that combines community service with academic learning, allowing students to apply classroom knowledge to real-world situations. Engaging in activities such as beach clean-ups and tutoring programs benefits the community as well as it instils a sense of empathy and civic responsibility in our students. The visit to community centres, shelters and environmental sites provide students with firsthand experience of local issues. These visits can serve as a springboard for deeper discussions and projects. By seeing the impact of social issues up close, students appreciate the need for action. By integrating outreach activities into the educational experience, the students are effectively sensitized to social issues and foster a generation of active, engaged citizens dedicated to community development. Students work with the school children of the lower strata of the society every Saturday and teach them at various centres. Students understand the issues and difficulties the students are going through. This serves as a good learning experience. The students visit rural areas and are sensitized to the leprosy patients and the old aged people who are also a part of the society. The connect with the society helps students to learn a lot and brings about a lot of change in their personality.Outreach activities encompass a range of strategies aimed at reaching out to disadvantaged communities, advocating for social causes, and addressing societal issues. The significance of outreach activities lies in their ability to create awareness, empower individuals, and foster positive change. By bridging gaps and facilitating access to essential services, outreach activities contribute to a more inclusive and equitable society. Each organization brings its unique perspective and expertise to the table, resulting in a diverse range of outreach activities that cater to different needs and communities. Engaging students in outreach activities is a powerful way to raise awareness about social issues while contributing to community development. By involving students in hands-on experiences, the students cultivate a sense of responsibility and encourage active participation in societal change.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 4

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 10

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 10

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - 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

Response:

The institution is equipped with comprehensive facilities that support and enhance the quality of teaching and learning across all programs. These include:

- **Classrooms**: FIVE classrooms for group lectures. Classrooms have comfortable seating arrangement, computer facility, well-ventilated, and designed for optimal learning experiences. The bigger classrooms have Television display - google TV. Wifi Facility is available and online viewing of films on Education and documentaries can be organized in the classroom for teaching learning purpose. CCTV is installed in the classrooms.
- **Administrative office:** It is well equipped. There are 4 cubicles with 4 Computers, 2 Printers, Scanners and Photocopy machine. There are cupboards in the office area for adequate storage capacity and the office is airconditioned.
- **Principal's Office:** There is a Separate office for the principal with computer facility, printer and Landline telephone and 5 chairs around the table for guests and faculty when they come for discussions on various topics and portfolios. Cupboards which contain the confidential documents are in the principal's office. The main display monitor of the entire institution which is under CCTV surveillance is in the principal's office.
- **Staff room:** There are 7 cubicles along with computer facility for staff. The room is airconditioned along with a washroom for the staff and a small storage room as well as cupboards are provided for the staff to keep the assignments books etc. There is a separate printer for the staff
- **Girls' common room:** The girl's common room is on the first floor with table and chairs and 2 diwans for sitting and a mirror.
- **Conference room:** A small conference room which is well equipped is next to the principal's office. This is used for teaching electives as the students are less in number. Even staff meetings and student council are held here.
- **Laboratories**: Two airconditioned Computer laboratories on the first floor with enough computers are available. A Science laboratory is on the first floor which is well equipped and is also shared by the students of the experimental school which is attached to the college.
- **Library**: The institute has well equipped Library with following facilities.
    1. The Library cum Reading room that can accommodate 50 users at a time.
    2. Adequate textbooks, reference books, journals and magazines, grey literature, Gandhian literature, maps, teaching aids are available for students and staff.
    3. Most library operations are computerized with SOUL software.
    4. Three computers with printers and scanners and barcode machine
    5. Photocopy facility is available in the library.
    6. Catalogue cabinet and cupboards and special section for new arrival books and journals.

7. Research room -Ph.D. theses, M.Ed. dissertations, M.Phil. dissertations, Minor research are available for reference.

- **Multipurpose hall**: This is called as a community hall which we use for conducting seminars workshops and symposia. This is a beautiful hall with Air-condition facility
- **Sports Facilities**: The campus is huge and used for outdoor sports activities and the indoor sports equipment's like carrom chess etc are stored in cupboards in the college
- **Cafeteria** is available for students for seating .

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 100

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

Response: 5

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 5

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 10.53

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.09	1.32	0.98	2.75	4.6

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

Name of Software: SOUL 3.0

The library is fully automated with the ILMS SOUL 3.0. SOUL (Software for University Libraries) is state-of-the-art integrated library management software designed and developed by the INFLIBNET Center based on requirements of college, university and other academic libraries.

Nature of Automation

Library is fully automated with usage of all the modules of SOUL 3.0.

Cataloguing Module: Cataloguing is the most important module of the LMS for the retrieval of information. In soul 3.0 bibliographic details such as Title, Author, Publisher, Edition, ISBN etc. are able to enter in marc21 format.

Circulation Module: The Circulation module allows us to establish relationship between the user and

resources by creating transaction records (Issue/Return/Renew). Reserve the item(s) issue the item and get number of routine reports and some management reports. Such as number of issues, number of returns, circulation within premises for the required time period. We also use member log in sub-module to keep track and record on number of footfalls in library.

Member log in –member log in done through software.

Serial Control Module: Through Serial Control Module a database with article indexing for the bound volumes of journals is made available, which allows to search articles through subject, keyword and author fields from the bound volumes collection of journals.

OPAC: The OPAC has simple and advanced search facility with the information for item including author, title, corporate body, conference name, subject headings, keywords, class number, series name, accession number or combination of any of two or more information regarding the item.

Administration: Administration master databases provides various sub-modules such as user settings, system settings, acquisition master, catalogue master, circulation master, serial master and general master.

Barcode- Special software 'Barscanner' is installed for barcoding. With this software bar-coding generation provision which are designed and used for books as well as users' library card for the circulation and member log.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The institution is a full time BEd course and the attendance is compulsory. There are more than 14000 books in the library and is well equipped. As reflected in the timetable, there is a special period daily from 3.30 pm onwards for library reading. The students are inculcted the habit for reading through a number of ongoing activities conducted by the librarian and also the teachers.

There is no remote access software for the students. However the students can read the quarterly published journal Quest in Education from the website. The Librarian has scanned question papers of University examinations and provides them to the students by email when they need it for reference

work. Phone support also is given when a student is in need.

The teachers and students are trained in using the N-List by giving them the password to access the resources so students can access these remotely.

During COVID-19 the library provided students many facilities online.

File Description	Document
Any other relevant information	[View Document](#)

4.2.3

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

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Any additional information	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.58

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.45	0.7	0.43	0.61	0.72

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 30.63

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 405

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 257

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 203

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 315

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 566

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Wi-Fi facility in the college: Wi-Fi facility was introduced IN 2018 with Direct Net7 Private Limited. It has been subsequently upgraded as per the need.

Updating other ICT facilities: The computers are maintained regularly. The software and operating systems are kept up to date. AMC is taken for all the computers and laptops.

The computer used by the library for entry of issued books is equipped with Library Management Software.ie SOUL software. The update or any issues related to the software is done by INFLIBNET.

The computers used in the college office are equipped with necessary software such as Tally for Accounting purpose. The maintenance of computers is done on regular basis.

However, if urgent maintenance of any PC is required then the AMC technician is called for the same. Similar practice is followed to maintain the scanners and printers in the college so that the efficacy of the equipment is improved.

Maintenance of CCTV and biometric system: The CCTV cameras are also checked periodically to ensure proper working CCTV is maintained by Vision Plus Telecom and Security Solutions.

The biometric system installed for marking the attendance is regularly checked by the technician. Reports for the same are generated by the administrative staff.

Biometrics is maintained by Paradigm Tec Solutions

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 1.34

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 100

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

4.3.4

Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 24.94

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
6.02	2.50	6.07	3.85	4.62

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

- Gandhi Shikshan Bhavan's Smt Surajba College of Education is well equipped with all facilities needed to create a condusive learning environment.
- College has all essential exclusively owned infrastructure like lecture hall, methods rooms, 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.
- · Purchase Committee reviews the need and plans purchasing for any instrument, equipment or furniture.
- · Library Advisory Committee guides and helps the Librarian to frame library rules and regulations for proper functioning and service improvement.
- · Library is automated with SOUL software is regularly updated.
- · Pest control for the College Building and Library is done regularly.
- · CCTV Cameras are installed in the College Building and Library as one of the safety measures.
- · AMC for Water Purifier, AC, Computers is paid annually to concerned external agencies.
- · Maintenance for Electrical work, carpentering work, plumbing work, Printers, CCTV, Projectors, Barcoding and biometric system is opted through on call facility.
- · Regular updating of Anti-virus software ensures the safety of all computers from data theft and virus attacks.
- · Regular cleaning is done by sweeper.
- · Free Fire solution is installed 4 places in the premises
- · Tally used for accounting purpose and to keep financial transactions including purchase and infrastructure.
- · Class Rooms are equipped with necessary ICT tools which are utilized as per the time table
-

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**

     9.Canteen
     10.Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 70.25

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
40	35	32	25	38

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 15.22

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 07

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 9.5

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	04	03	03	03

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

The institute every year elect's student council members democratically by students of current batch. Two faculty members are allotted the portfolio of Student council coordinators. The students are intimated about the election process well in advance. The election process is held in a democratic manner. Five students from F.Y.B.Ed. and five from S.Y.B.Ed. are elected as student council members. They are an essential part of organising and implementing all curricular and co- curricular activities in the college. The student's representatives are selected on various academic and administrative committees such as IQAC, CDC, Sports discipline, ICT support, funds raising programme, cultural committee etc. They take active parts in organising especially on annual day celebrations - Vasantotsav, convocation, national/seasonal/ institutional celebrations, visits/camps extension work activities at the university level. etc. The students are involved in all important decision making processes such as student support, grievance redressals, resource mobilisation, developing linkages with Education Industries, NGOs and community. The student council also take care of PA system and helps in organising the morning assembly.

The institute ensures student participation in various committees and bodies like: • Placement Committee: Students play an active role by coordinating with industry professionals, candidates and by managing campus placement processes. • Grievance Committee and Anti -Ragging Committee- the students in Grievance 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	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 12

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	11	10	15

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

G. S. Alumni Association is a registered body from 30th April 2019. The alumni association is functioning. Some of the activities involved are: a. Teaching learning Process b. Practicum activities c. Placement activities d. Convocation programme e. Golden Jubilee activities etc.

During the year 2020 – 2021 The alumni Association had meetings online due to the pandemic. The programmes were planned by alumni regarding setting up of the mathematics laboratory for the students. Since the alumni association just got registered, the planning for activities was done such as collection of online data of Alumni Students. Handling the data on Social Media Plan for fund raising. Guest Lectures by Alumni who are the principals of School. Due to pandemic the plans were not executed effectively

Alumni association members contribute to the institution in following ways

Mentorship: Alumni 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 education 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 in the education field.

Volunteerism: Alumni volunteer their time and expertise to support our institution. They serve on advisory boards or committees such as IQAC and CDC .

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.

Some of the contributions done by the alumni during last five years :-

- Contribution as IQAC/CDC /Alumni Association committee members.
- Process of Alumni registration expedited and helped in GS Alumni Association Registration
- Panel Discussion - 'Are the teachers in the 21st century still considered to be Guru?   Teacher's Day celebration with the alumni.
- Workshop on "Instructional Leadership Gandhian way" Mrs. Rekha Pandey Principal, Udayachal High School and also an Alumni
- Lesson Demonstrations by Alumni
- Self-defense training organization
- With the help of secretary of alumni Ms. Kavita Bhatt a Self- defense workshop was organized in the college for the present batch of the student 2022-24

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 13

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	4	4	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

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.

Response:

G. S. Alumni Association is a registered body from 30th April 2019**.** The alumni association is functioning. Some of the activities involved are: a. Teaching learning Process b. Practicum activities c. Placement activities d. Convocation programme e. Golden Jubilee activities etc.

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- Panel Discussion - 'Are the teachers in the 21st century still considered to be Guru?   Teacher's Day celebration with the alumni.
- Workshop on "Instructional Leadership Gandhian way" Mrs. Rekha Pandey Principal, Udayachal High School and also an Alumni
- Lesson Demonstrations by Alumni
- Self-defense training organization
- With the help of secretary of alumni Ms. Kavita Bhatt a Self- defense workshop was organized in the college for the present batch of the student 2022-24

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - 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

Response:

Our institution fosters a collaborative and democratic work culture, deeply rooted in its vision and mission in Gandhian values. This participative approach, involving all stakeholders—management, faculty, students, and non-teaching staff—ensures a cohesive and unified effort toward achieving the institution's goals. Responsibilities have been allotted to the faculty for the inclusion and core values into practice. Also fosters research attitude in the students as well as in the teachers. The administrative portfolios like CAP - admissions, attendance, IQAC, NAAC, CDC, student's council, website management, library and resource updating, various cells and committee like grievances, discipline, maintenance of herbal garden and composting 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, VENTEL activities, SAP activities, workshops, etc. have been allotted to the faculty well in advance.

Vision of the institution

Our vision allows to provide quality education for empowerment and enlightment through Gandhian philosophy to prepare socially committed teachers and disseminate of Gandhian values to develop innovative, involved and dynamic teachers for the welfare of society.

Mission of the institution

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

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

Decentralisation:The institution's commitment to decentralization and participative management allows for a collaborative and inclusive approach to decision-making. With committees and cells operating independently yet cohesively, stakeholders are empowered to contribute meaningfully to the institution's goals. The emphasis on situational leadership, delegation of powers, and the involvement of external experts ensures that decisions are well-rounded and informed. Regular meetings, consensus-based decisions, and transparent communication across departments and committees further strengthen the institution's ability to execute its plans effectively.

Practices that indicate decentralisation are

The institution emphasizes democratic decision-making within its committees and cells, ensuring that the plan of action is collaboratively shaped by the heads of these groups.

- By incorporating self-managed teams, involving students, and including external experts, the institution fosters a participatory culture. Coordination among all members is key to achieving the institution's quality enhancement goals, reflecting its commitment to inclusive and effective management practices.

Participative Management:

The institution's emphasis on participative management, open communication, and structured feedback ensures that decision-making and problem-solving are approached objectively and from different perspectives. By involving faculty, staff, students, alumni, and external experts, the institution gains a well-rounded understanding of its strengths and areas for improvement. This multidimensional approach allows for balanced decision-making that considers the needs and viewpoints of all stakeholders, leading to more effective and inclusive outcomes

Some indicators of participative management in the institution are:

- The institution emphasizes inclusive decision-making through consultations with stakeholders and external experts, both face-to-face and online.
- Regular multi-rate feedback helps ensure continuous improvement.
- Respectful consideration of ideas, fostering a sense of belonging, and assigning tasks based on individuals' skill profiles are key practices.
- Additionally, human resource development initiatives further support the institution's commitment to holistic growth and collaboration.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The college ensures complete transparency across all areas, reinforcing trust and accountability in both its academic and administrative functions.

Financial transparency: The institution ensures transparency through structured processes. Financial transparency is maintained by automated software for fee collection, with receipts provided for all payments. Annual internal audits by a chartered accountant are conducted, and reports are submitted to the Joint Director Office. Periodic external audits are also performed by the Government of Maharashtra to ensure compliance and transparency.

Academic transparency: For academic transparency, various committees—such as the CDC, IQAC, Academic Audit Committee, Admission Committee, Examination Committee, and Time-Table Committee—are responsible for overseeing academic functions, with heads of Faculty and Departments playing key roles in ensuring transparency.

Administrative transparency:

The college maintains transparency in its admission process, as it is a Grant-in-Aid institution. All 50 students are allotted through the centralized admission process (CAP) managed online by the MHCET of the state of Maharashtra.

The college website provides access to important documents including the annual plan, AQAR, and staff

qualifications. The prospectus is also available online for prospective students. Notices for events and examination results are regularly posted on the notice board to ensure accessibility for all.

The service books of staff members are meticulously maintained and available for scrutiny, ensuring transparency in staff records and documentation.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institution's Perspective Plan, reflecting a collaborative approach into all aspects of curriculum delivery.

Admission : The admission process is centralized through the MHCET of Maharashtra. All relevant information is made accessible to eligible candidates through notice boards and the website. Admissions are processed after verification of documents. Additionally, the college offers the option for needy students to pay fees in instalments if required.

Library : The library has seen significant updates, including new book acquisitions, journal subscriptions. To enhance research skills, workshops on Zotero and Mendeley were held. A fine system was introduced for efficient issue-return operations, and a record was maintained. Students also participated in book review activities. A significant donation of 5,000 Gujarati books was made to the University of Surat. Encyclopaedias on Dr. Babasaheb Ambedkar and Maharaja Sayajirao Gaikwad were purchased, and the Book Bank served.

HRM: At SSCOE, the total staff consists of 17 members, the staffing pattern follows to the guidelines set by the **(NCTE)** and the **Higher and Technical Education Department of the Government of Maharashtra**. To foster professional growth, all staff members are encouraged to pursue further qualifications and training to prepare for higher positions. **Refresher courses** and **short-term courses** are actively promoted among the faculty to ensure continuous skill enhancement.

Industry Collaboration:SSCOE has established strong **linkages with educational institutions, NGOs, and other industries**, which broaden the skill set of student-teachers by offering them diverse opportunities with hands-on experiences to engage in real-world learning experiences. This collaboration

ensures that most of the students' **practicum work** is supported by these valuable partnerships. One significant opportunity was an **inter-collegiate interaction** with international students from **Westmont College, California**, where discussions on **sustainable practices** and **global warming** were conducted. This event exposed students to global perspectives on pressing environmental issues.**Gandhian values**.A variety of **curricular activities** were organized, aimed at promoting Gandhian principles. Furthermore, SSCOE enhanced its efforts in **extension and community-based activities**, helping students with societal needs and deepening their understanding of Gandhian philosophy in real-life contexts.

Teaching & Learning:SSCOE has embraced a **paradigm shift in teaching and learning**, driven by the sudden integration of **ICT** in response to the evolving educational landscape of the 21st century. This shift introduced new **methodological approaches** aimed at enhancing the quality of education. A variety of models and strategies were adopted, such as: **Nai Talim** and **Participatory Approaches.** The institution's response to this shift involved **content enrichment** and **skill development** training for both faculty and students. A variety of **online platforms** took the forefront in delivering learning experiences.

Examination &Evaluation System: The continuous evaluation of student's achievements is central to SSCOE'S curriculum, encompassing various formats like tutorials, assignments, essays, examination.The evaluation process follows a **mentor-mentee program**, involving not just the **principal** and **faculty** but also **peers**. Feedback is given collectively, and students are offered opportunities for **retests** or **resubmissions** under special circumstances. **Counselling and support** are provided through a **faculty advisors group.**

Research & Development: Research is an integral part of SSCOE. The B.Ed. Students are given action research projects. To support research scholars, a **pre-Ph.D. course** was conducted, with all associated workshops organized via **e-platforms**. SSCOE's emphasis on digital tools in research has broadened the opportunities for scholars, ensuring their engagement with global academic trends while maintaining the institution's commitment to fostering innovation.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)
Link for additional information	[View Document](#)

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.

Response:

The institution operates in strict adherence to the rules and regulations set by the University of Mumbai, the Government of Maharashtra, the National Council for Teacher Education (NCTE), and the University Grants Commission (UGC) Public Accountability Rules (PAR). Appointments, procedures, and service rules follow government guidelines, ensuring compliance at every level.

The administrative structure aligns with statutory requirements, with key decisions made through a consultative process involving all relevant stakeholders, including managing body members, staff, and students. Various cells and committees such as the College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC) consist of representatives from all stakeholders. These bodies play a central role in policy discussions, allowing any stakeholder to propose a policy decision. Such proposals are discussed and reviewed in consultation with the management, and feasible decisions are implemented and communicated to all stakeholders.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[View Document](#)

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

A **Universal Human Values (UHV) cell** was established in the college to promote humanistic and ethical values through various programs. During a meeting to plan activities for this cell, Prof. Vibhuti Patel, a trustee of ICBE, suggested three esteemed individuals—Prof. Gopalan, Prof. Padayachen, and Prof. Roxanne—as potential speakers for a workshop to be held during the Gandhi Jayanti Week. Following this suggestion, the three speakers were formally invited, and the workshop was successfully organized. This event, aligned with the principles of Gandhian philosophy, served as a platform to engage students and faculty in discussions around universal human values, fostering ethical and moral development as part of the institution's broader educational mission. The decision to purchase new Televisions for the two classrooms was a practical solution to address ongoing issues with the existing ICT facilities. The first classroom had a fixed PC and LCD, while the second relied on a movable LCD and a laptop that was taken in and out daily, which caused wear and tear due to moisture. With the LCD in poor condition and high repair costs, it was decided during the College Development Committee (CDC) meeting that buying two new TVs was more cost-effective than repairing the old display.

After the decision was made, faculty members researched various TV brands and collected quotes from different shops. The two new TVs were then purchased and installed in the classrooms, providing a fixed, reliable system for multimedia use in teaching. This upgrade has significantly improved classroom functionality, allowing teachers to seamlessly integrate online videos, films, and documentaries into their daily lessons, enhancing the overall teaching and learning experience.

One notable decision recorded in the minutes of the IQAC meeting and successfully implemented was the creation of a Scholarship Information Committee. It was observed that many students were unaware of various government scholarship schemes, and as a result, they were not able to benefit from these opportunities. To address this issue, the management recommended appointing a teacher responsible for informing students about available scholarships.

Dr. Priti Chandorkar, the Student Council in charge, was appointed as the coordinator for this initiative, and a committee was formed with other staff members. The role of the committee is to actively inform

students about different scholarship schemes and ensure that eligible students are able to apply and benefit from them. This decision has helped streamline communication about scholarships, ensuring better awareness and access to financial aid for students.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The institution ensures the well-being, development, and recognition of its staff through the following measures:

1. **Timely Salaries**: All staff members receive their salaries on the 1st day of the month without any delays.
2. **Government-Approved Allowances**: The institution adheres to government regulations, ensuring timely payment of Dearness Allowance (DA) and other allowances.
3. **Professional Development Opportunities**: Staff are encouraged and supported to participate as resource persons in various colleges and universities, facilitating their professional growth.
4. **Workshops, Seminars, and Courses**: Opportunities are provided for staff to attend workshops, seminars, refresher, and orientation courses, helping them improve skills and advance in their careers.
5. **Non-Teaching Staff Benefits**: Non-teaching staff (NTS) are given uniforms and festival advances during the Diwali festival, enhancing their sense of belonging.
6. **Celebration of Milestones**: The institution celebrates important milestones, such as the 50th and 60th birthdays of staff members, as well as their superannuation, recognizing their contributions.
7. **Safe and Healthy Work Environment**: A safe and healthy work environment is maintained with necessary facilities like a water purifier, refrigerator, microwave ensuring staff comfort and well-being.
8. **Heartfulness Workshop**: A three-day workshop titled "Har Dil Dhyan, Har Din Dhyan" was organized for both teaching and non-teaching staff, focusing on mindfulness, meditation, and mental well-being.
9. **Skill Development for Non-Teaching Staff**: Two non-teaching staff members were sent to a

"Hands-on Training Workshop" to enhance their digital skills, and they also attended an online state-level workshop on "Issues in Accounting & Auditing," helping them reskill and upscale their capabilities.

10. **Appreciation for Further Studies**: The institution encourages and appreciates staff members who pursue further studies or achieve significant milestones in their academic and professional careers.

11. **Counseling Support**: Counseling is offered to staff as needed, addressing personal or professional challenges, and helping them maintain a balanced and healthy work-life environment.

These strategies demonstrate the institution's commitment to empowering staff by fostering a supportive, inclusive, and growth-oriented work environment.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.3.3

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

Response: 1

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	0	0

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.4

Percentage 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

Response: 35.14

6.3.4.1 **Total 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 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	03	05	01

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Our institution's structured and transparent approach to performance appraisal reflects a strong commitment to accountability and continuous improvement. The assignment of various portfolios to the faculty and staff ensures a clear distribution of responsibilities. After each activity, the **performance appraisal** process, overseen by the Principal, involves providing feedback and suggestions for improvement to coordinators, fostering a cycle of reflection and growth.

For the teaching and non-teaching staff, adhering to the **government-prescribed performance appraisal formats** ensures that evaluations are standardized and consistent with state regulations. The Principal's thorough review and written appraisal remarks further ensure that individual contributions are recognized, and areas for development are addressed. The reports are maintained as separate records, ensuring compliance and clarity for all stakeholders.

Appraisals of both teaching and non-teaching staff are done in an ethos of mutual understanding with quality assurance as the sole motive. The staff is free to justify or explain his or her point of view in case there is some misinterpretation. This integrated system of performance appraisal ensures that the institution's operations align with its mission while remaining transparent and accountable to both internal and external stakeholders.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Gandhi Shikshan Bhavan's Smt. Surajba College of Education, conducted by Indian Council of Basic Education, ensures financial transparency and accountability through rigorous external audits. Each year, professionally certified Chartered Accountant (CA) firms are appointed by the management to conduct these audits, which are held bi-annually. The appointed auditors generate and verify various financial reports, including **audited statements of accounts**, **Income and Expenditure** reports, and **Balance Sheets** with necessary schedules. These reports are thoroughly discussed with the head of the institution, ensuring alignment with financial standards.

Once verified, the audited reports are submitted to the **Charity Commissioner's office** by the appointed audit firm, completing the compliance process. This systematic approach helps maintain the integrity of financial operations and ensures that all legal and regulatory requirements are met.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)

6.4.2

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	[View Document](#)

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Gandhi Shikshan Bhavan's Smt. Surajba College of Education, financial management is meticulously planned to ensure optimal utilization of resources and efficient allocation of funds. The key strategies include:

1. **Budget Preparation:** The college prepares a comprehensive budget every year to prioritize spending and fund allocation. This structured approach ensures that financial resources are directed towards essential areas, supporting academic and infrastructural growth.
2. **Improving Resource Utilization:** Efforts are made to minimize expenses without compromising quality. The institution reduces costs by purchasing materials from wholesale vendors and negotiating prices, keeping in mind that "a penny saved is a penny earned." Additionally, measures such as issuing emails instead of paper notices help reduce stationery expenses and support sustainability efforts.
3. **Collaborations and Community Support:** To manage costs effectively, the college collaborates with external organizations to conduct workshops and seminars. This shared responsibility reduces event expenses. Furthermore, support from parents, who occasionally assist by providing stationery or staff uniforms at value prices, is welcomed. The institution also gratefully accepts donations, which further help in resource management.

These strategies reflect the institution's commitment to financial prudence while ensuring the smooth functioning of educational and administrative activities.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

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

Response:

The institution has established various cells and committees, including the IQAC and College Development Committee (CDC), to ensure quality enhancement and quality assurance. Despite the challenges posed by the pandemic and the transition to the 'New Normal,' all cells and committees, along with the IQAC, made significant efforts to maintain and improve quality standards. The institution adapted to the new environment by facilitating a learner-centric approach through online platforms such as G-Suite, Edmodo, and Zoom. Both curricular and co-curricular activities conducted online were meticulously documented through recordings, photographs, and reports.

A variety of programs, including webinars, lecture series, workshops, and expert talks, were organized. These programs focused on themes like values, quality in the education sector, mental well-being, and environmental sustainability. Many of these initiatives were held in collaboration with government organizations, inter/intra-university departments, educational institutions, and non-governmental organizations, highlighting the institution's commitment to partnerships.

The progress of these activities was regularly presented during staff meetings, IQAC meetings, and CDC meetings to gather feedback and guidance from various stakeholders. Additionally, mandatory audits were conducted in compliance with prescribed guidelines, ensuring accountability and transparency.

The IQAC played a vital role in preparing and submitting the Annual Quality Assurance Report (AQAR) following NAAC guidelines. To manage and maintain the institution's data, a comprehensive database was established using the Management Information System (MIS), G-Suite drives, and the institution's website, ensuring organized and accessible records.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.2

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

Response:

The institution regularly reviews its teaching-learning process through a series of structured meetings involving various stakeholders. These include staff meetings, portfolio in-charge meetings, Student Council meetings, faculty group meetings, practice teaching group meetings, IQAC (Internal Quality

Assurance Cell) meetings, and CDC (College Development Committee) meetings. The COVID-19 pandemic prompted these meetings to be held online throughout the year, ensuring the continuity of the review process despite the challenging circumstances.

During these meetings, reports on various curricular and co-curricular activities are presented in IQAC meetings, and the outcomes of these meetings are subsequently shared in CDC meetings. The progress of the teaching-learning process is a central focus of discussion, with necessary actions and decisions made based on these deliberations. This periodic review mechanism allows for timely adjustments and improvements to the academic programs.

In addition to faculty and administrative members, various stakeholders—such as managing body members, students, and other IQAC/CDC members—actively participate in the review process. This participatory approach ensures that diverse perspectives are considered and enhances the effectiveness of the teaching-learning process.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 17.8

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
10	20	38	11	10

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

RECOMMENDATION OF VARIOUS NAAC CYCLE AND INCREMENTAL IMPROVEMENTS

NAAC FIRST CYCLE 2004

Suggestion Given

1. 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

2.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

2.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.

1. 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 guidance**.**

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - 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

Response:

The Institution has tried to do all possible measures with in its reach and means to save and conserve energy. The Energy audit has been done. As per suggestions given by the Audit, LED BULBS and tubes have been installed. All the employees has been trained and habituate to switch off the energy devices when not in use. We are in sincere process of procuring Solar Energy unit. But due to paucity of time and funds both the process has been on hold. We are in touch with some of the dealers though. The ground installation requires a lot of Paper work and license and permission which also takes a lot of government procedures as well. The Use of plastic especially one time use plastics are discouraged.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

The Institution has always recycled the waste materials in two distinct ways:

1. All the one-sided Paper have been used as papers to use as fresh Print outs.
2. The Files, Newspaper and the old clothes are reused and also used for SUPW items for decorative purposes
3. The wet and dry plastics are collected and disposed to the Municipal Corporation everyday.

Our is an education institution for teachers who are the Nation builders. The student teachers therefore our institution takes several steps to effectively implement its waste management policy. The students and staff are made aware about waste management practices, including recycling and composting. There are wet waste and dry waste bins in the college. These are clearly labelled recycling bins in the campus, which the students observe and learn about waste segregation. The students are regularly asked to switch off the lights and fans when not in use. Composting was also done in compost bins by students, but the activity was stopped after covid. At present the students are a part of the Eco Club and are participating in several activities related to environment. The students also learn through the Elective course environmental Education and **learn and** adopt policies that prioritize the purchase of sustainable

products, such as recyclable or biodegradable materials, and work with suppliers who follow environmentally friendly practices. The students engage with the **Community and participate in** beach clean-up days. Lot of paper is minimized as the faculty is encouraged the use of digital resources such as online submissions before they submit the final work. Lots of e communication through WhatsApp and emails has helped to save paper **Thus the** institution creates a culture of sustainability and responsibility towards waste management within their community.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Any additional information	[View Document](#)

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

Response: C. Any 2 of the above

File Description	Document
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Failing to ensure the cleanliness of an educational building, can have a detrimental impact on the health and wellbeing of all of those who use it. Within any institute, particularly where students live for hours, it is necessary to ensure that significant time and resources are invested into the cleanliness of the building. However, another consideration that is often not spoken about, is the link between the tidiness and appearance of an environment. This is particularly important when it comes to the field of education. A number of studies have emerged over the last few years that demonstrate that the tidier a building is, the better it will be for the purpose of study and work as well. Thus, cleanliness brings us progress and improvement in all fields of activities. In our institute:

- The institute is been cleaned and mopped on a daily basis.
- The fan, ACs and the other gadgets are dusted and cleaned regularly.
- The windows are also cleaned at regular interval.
- The institute has also an AMC for white Ant treatments and the Annual Pest treatments

The Water Cooler is on AMC and is being cleaned and serviced at regular intervals

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.36

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.33	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The institute has been in the Urban area of Juhu, Mumbai. So there is no chance of having local knowledge, so the institutional knowledge has been leveraged all along the span of 55 years. Following are the efforts done by us to dessiminate the traditional knowledge and resources to the community. We being Gandhian Institute have been disseminating the same knowledge through various modes as far as

we can to as many people as we can :

1.Our books on Gandhian Literature is open to the community.

2. We teach in the Practice teaching lesson in or schools through Head heart and hand.

3. We teach through our community centres the value of Peace and Ahimsa on a regular basis that is through all the efforts that we do at the different intercollegiate level.

4.Our local level Community is exposed to Gandhian and Tagorean Philosophy through the Institutional Program like Varsha Mangal and Vasant Utsav.

5.Every year the college celebrates the Vasant ustav programme and the local community is invited. The institution organizes theme based awareness exhibitions on social issues like environment , secularism,gender equality in the campus and this helps to create awareness in the local society on these issues

6.. Our college is close to the beach. There have been efforts to do regular beach cleaning activity on every saturday to emphasize on cleanliness of our beaches as they an integral part of the local ecosystem Mumbai being an island . This is done by collaborating withAfroz shah Foundation an NGO with which the college has been associated for the purpose of conserving local environment.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Any institute each year must enhance the level of achievement and create a benchmark which would raise the bar of the institution. Quality does not have an upper limit so you have keep raising the bar each year by challenging its stakeholders. Taking inspiration from the same thought process Smt. Surajba College of Education has been each year focussing on a number of best practices .

- Institution has tried to reduce the carbon foot print and initiate green practices as far and as much as possible.
- Energy audit was undertaken by the professional institution
- Green landscaping of the campus which are having many trees and plants
- Community services are initiated encouraged and practiced
- Collaborative Program for development of Gandhian Values
- Encouraging of learning through documentaries
- Each program is incorporated with the values, vision and mission
- Practice teaching follows 3 H prescribed by Nayee Taleem

The two distinct practices as its Best Practices. Details of two best practices in prescribed NAAC format are given under 'additional information' . These best practices are:

ENHANCING GENDER EMPOWERMENT

The college conducts several programmes on Gender Empowerment.

Paper readings on Gender Empowerment, Women Achievers, Laws Protecting Women Vaccha- Gender Equity Camp, Street Play Workshop - Women Empowerment, Martial Arts/ self-defence workshop, Right to education for women: Lecture, Screening of movie and discussion ,DLLE Extension Work Project on Status of Student Teacher Internship Program - Sensitisation of Boys and girls towards Gender issues and gender parity.

HARMONY THROUGH 3 H's (HEAD, HEART AND HAND)

The college conducts programmes for developing the three aspects knowledge, attitude and skills . This is done by Introducing the concept of Nayee Talim proposed by Mahatma Gandhi,

Encouraging students to read the work of people who popularized this approach of teaching like Tagore, Dewey, Gijubhai Badheka, etc, the Unit planning approach ,keeping all the three aspects, i.e. Head, Heart and Hand in mind is followed. Teaching student-teachers how to convert ordinary lesson into a well-balanced and meaningful lesson. Ensuring promotion of logical and rational thinking through this approach of teaching, connecting with the community through outreach activities which is carried out throughout the year

2018-2019

- Experiential learning through educational visits and tours
- Book best friend of mankind

2019-2020

- Institutional distinctiveness sesquicentennial celebrations and golden jubilee celebration of the institution vision of the institution Education for empowerment and enlightenment
- Paradigm shift into new normal objectives of the practice

2020-2021

- Collaborative value development week
- Learning through documentaries

2021-2022

- Sarvadharma prayers
- Experiential learning

2022-2023

- A connect with tribal community
- Date with the ocean through afroz shah foundation

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

In University of Mumbai our institution, Smt. Surajba College of education is having a very distinctive and unique Selling point. The institution is promoting Gandhian Values even with the most modern syllabus and curriculum. The Institution has been and shall always thrive to promote and protect this unique identity. For promotion of this idea we start the day and end the day with a well-knit program. This is also well intricated in the vision and the mission of the college. Following are the Programmes which are testimony to our uniqueness.The thrust on this uniqueness is achieved through he following efforts:

- Special Gandhian Prayers: Sarvadharma Prayers
- Paper Reading based on development of head, Heart and Hand
- Learning and Teaching through Student Centred Approach
- Teaching of SUPW for balanced Personality
- Teaching through Visits and camps
- Curricular Enhancement through Seminar and Workshops
- Regular Debates and Discussions on various social issues
- Library based learning through Assignments
- Institutional Season Based Program
- Community Lunches
- Collaborations and Linkages for sensitizing students to various issues
- Talking walls : Theme Based Exhibitions

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

5. CONCLUSION

Additional Information :

In the last 55 years the college that started as a small seedling has grown into a giant tress with its aerial roots that has gone deep down in the earth to create a new identity for individuals who have been fortunate enough to get a training for themselves. The college is a stand alone B ED College with just 100 students in Two Years Course.

We are very proud that though we are always on a shoe string Budget we are able to provide the best experience to our students for all round development. Our management which constitutes of only teachers is able to provide the resources to us and we utilize it in the best possible way.

As far as the transaction of the Curriculum is concerned we try the most modern methodologies and techniques which is been benched marked by renowned institutions of the globe.

We have in our Co-Curricular Activities are concerned we adapt and implement all the various ones; Visits, Workshops, Seminars, Dramatizations, Role-plays, Collaborative Learning, Constructive Learning and even Field Visists, so that a well-balanced and harmonious development of personality of the student teachers are done.

Right from **1966** a magazine **"QUEST IN EDUCATION"** Quarterly Educational magazine bearing number **ISSN 0048-6434**. The objectives of the magazine are to be an effective channel of communication between policymakers, government agencies, academic and research institutions and persons concerned with the complex problems of education. It also aims to promote and coordinate developments in the field of education.

We are the college who developed and promoted two great Ideas to the University of Mumbai: SOCIALLY USEFUL PRODUCTIVE WORK and RURAL DEVELOPMENT through Community Work. Now in the latest Two Year Programmer prescribed by the University of Mumbai, community work has become an essential part of the Syllabus. Also skill development through SUPW has been in promotion in various colleges of teaher Education.

Last but not the least we are promoting the idea of AHIMSA and Non Violence as loudly as we can, to as many people as we can and in as many ways as we can.

Concluding Remarks :

ADDITIONAL INFORMATION:

 Following are the features that we as the legacy holders of the Smt. Surajba College of education are very proud to be a part of. Yea we are not very rich and have monetary resources about together as a unit we are able to create a ripples in the water that will bring about change in the society slowly but surely:

1.   Community Lunches: One of the Unique features that we have is making of community lunches which teachers and students cook to gather for the entire college. It develops in the students a sense of WE FEELING,

removes differences of caste, creed region and religion and brings new perspective of how to be economical and have control on finances.

2.   Experimental School: Our founding members had the vision that if we preach something we need to practice it. So if we teach the Promotion of Nayee Taleem in modern context, if we promote various psychological methods of teaching students effectively and we promote to remove the differences between the student we need to see in practical aspect. So we need to have an experimental school.

3.   Lush Green Campus: It is been said that good ambience brings in peace and calmness and thus it becomes instrumental in bringing a long lasting retention of whatever the students are learning. So we have a Campus of 2. 4 acres which is filled with a lots of trees and is visited by small animals which is a testimony of lending a helping hand to preserve the ecosystem and also make the atmosphere soothing and calm. Rarely institute is blessed to have a Campus like this.

4.   Promotion of Gandhain Values: This is one of the USP for us. When the world is in turmoil and is infested with war, fights, death and destruction we are trying our level best to promote Non Violence, Peace, respect to all gender, Equal distribution of natural resources, Love, Human Rights, Respects for mankind, Mediation and Reconciliation between individuals. A very small effort but necessary in this wounded world.