



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

Gandhi Shikshan Bhavan's Smt.
Surajba College of Eduaction

- Name of the Head of the institution Prof. Dr. Sunayana J. Kadle
- Designation Incharge Principal
- Does the institution function from its own campus? Yes

- Alternate phone No. 02226200589
- Mobile No: 7715862756
- Registered e-mail ID (Principal) gandhishikshanbhavan@gmail.com
- Alternate Email ID principal@gandhishikshan.com
- Address Juhu Road (North)
- City/Town Mumbai
- State/UT Maharashtra
- Pin Code 400049

2.Institutional status

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

- Financial Status

Grants-in aid

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

3.Website address

<https://www.gandhishikshan.com/aqar/>

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

<https://www.gandhishikshan.com/aqar/>

4.Whether Academic Calendar prepared during the year?

Yes

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

https://www.gandhishikshan.com/wp-content/Academic_Calendar/Cal-2021-22.pdf

5.Accreditation Details

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

6.Date of Establishment of IQAC

05/07/2004

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

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

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

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

9. No. of IQAC meetings held during the year **1**

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

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

- If yes, mention the amount

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

- **Signing MOUs with various educational institutions and NGOs.**
- **Organization of FDP on Nai Talim for MGM Dental College**
- **Organization of Value added course for MMP Shah College, SNDT University.**
- **IQAC WEBINAR on Recognition of Students Mental Health Problems by Teachers**
- **Awareness about NEP 2020 -Panel Discussion on NEP 2020, students reflections about NEP 2020.**

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

Plan of Action	Achievements/Outcomes
<p>Revisiting vision mission</p>	<p>Philosophy based celebrations Vajubhai memorial Lecture 8th Vajubhai Memorial Lecture - Talk on 'Acceptance of diversity is the precondition for peace', By- Ms. Shirine, Peace Educator, Peacevijil.net Gandhi Jayantii Celebration - Talk on 'SowGood: An Environmental Initiative Guest Speaker - Pragati Chaswal Organised FDP on Nai Talim for MGM Dental College FILM SCREENING and REVIEWING Remembering BAPU on GANDHI NIRVANA DAY in collaboration with UGC Sponsored, Gandhian Studies Centre of Maniben Nanavatai Women's College, Mumbai. Talk on Gandhi Punyatithi, Sustainability Through Empowering Communities, Shri. Mohair Acharya, MD, Hunarshala Foundation Sarva Dharma Prarthana in the institution as in Practice Teaching Schools My Experiments with Truth, Diva Swapn - Book reading session Visit to Gandhi Sangrahalaya Manibhavan Meeting of Management with students</p>
<p>Enhancing practice of ELM - 3 H Model</p>	<p>Development of all round personality through exposure of Art and Drama/ Understanding self-course Experiential Learning -VENTEL Workshop for students conducted by MGNCRE, Ministry of Education Think Museum Workshop - CSMV Sangrahalaya Webinar - Teaching with Museum Objects Study Circle Documentary Viewing on various themes Vachan Prerna Din - Talk by Jyotsna Sawant Visit to Nehru</p>

	Science Centre Visit to Planetarium
Enhancement of ICT Skills and tools for the paradigm shift of education in New Normal. Self-Learning in online mode of education	Workshop on Understanding OER and & Creative Commons License. in Education MOOC Courses FDP on online learning by faculty Video Resume and Interview Guidance-by Edu vacancy organization.
Preparing for revamping of education system with reference to NEP 2020	Panel Discussion on NEP 2020 Matrubasha Din Celebration Expert Talk on Inclusive education - by Nishat Imam
Innovative teaching learning practices	Mentor - Mentee-Demo lessons and preparation for online practice teaching
Environmental sustainability practices	Walkathon - Knowing the surroundings. Visit to Maharashtra Nature Park SWACHHTA Action Plan (SAP) Workshop for students conducted by MGNCRE, Ministry of Education
Wellbeing of Faculty and students in the new environment	IQAC WEBINAR on Recognition of Students Mental Health Problems by Teachers Fusion Yoga workshop - By Radha Joshi Koham Yoga workshop -Yoga Day Celebrations
Community engagement	Visit to Cheshire Home - Center for paraplegic patients (community work Center) SWACHHTA Action Plan (SAP) Workshop for students conducted by MGNCRE, Ministry of Education Ministry of rural development - online support during Covid 19
Collaborations with NGO	Talk on Tribal Upliftment - by Manjusha Gotharkar, NGO Better Tomorrow. Rural Camp - Shramsanskar Shibir ,Nere, NGO Kustharog Nivaran Samiti
Alumni involvement	Self Defense Training Lesson Demonstrations by alumni

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Indian Council of Basic Education Managing committee	19/05/2023

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	Gandhi Shikshan Bhavan's Smt. Surajba College of Eduaction
• Name of the Head of the institution	Prof. Dr. Sunayana J. Kadle
• Designation	Incharge Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02226200589
• Mobile No:	7715862756
• Registered e-mail ID (Principal)	gandhishikshanbhavan@gmail.com
• Alternate Email ID	principal@gandhishikshan.com
• Address	Juhu Road (North)
• City/Town	Mumbai
• State/UT	Maharashtra
• Pin Code	400049
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid
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• Name of the IQAC Co-ordinator/Director	Ms. Vaishali Shrikar Dhaware				
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3.Website address	https://www.gandhishikshan.com/aqar/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.gandhishikshan.com/aqar/				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gandhishikshan.com/wp-content/Academic_Calendar/Cal-2021-22.pdf				
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<ul style="list-style-type: none"> • Organization of Value added course for MMP Shah College, SNDT University. 		
<ul style="list-style-type: none"> • IQAC WEBINAR on Recognition of Students Mental Health Problems by Teachers 		
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	<p>Din - Talk by Jyotsna Sawant</p> <p>Visit to Nehru Science Centre</p> <p>Visit to Planetarium</p>
Enhancement of ICT Skills and tools for the paradigm shift of education in New Normal. Self-Learning in online mode of education	<p>Workshop on Understanding OER and & Creative Commons License. in Education MOOC Courses FDP on online learning by faculty</p> <p>Video Resume and Interview Guidance-by Edu vacancy organization.</p>
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	Tomorrow. Rural Camp - Shramsanskar Shibir ,Nere, NGO Kustharog Nivaran Samiti
Alumni involvement	Self Defense Training Lesson Demonstrations by alumni
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Indian Council of Basic Education Managing committee	19/05/2023
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-22	09/12/2022
15.Multidisciplinary / interdisciplinary	
At present G.S.B.'s Smt. Surajba College of education is a standalone teacher education institution. At present G.S.B.'s Smt. Surajba College of education is a standalone teacher education institution.	
16.Academic bank of credits (ABC):	
Not applicable	
17.Skill development:	
<p>Smt. Surajba College of Education focuses on development of following skills required for the teaching profession along with awareness of Gandhian values, universal human values, professional ethics and social obligation through its enriched curriculum.</p> <ul style="list-style-type: none"> Communication skill Teaching competencies Life skills ICT skills for teaching learning and assessment 	

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

The Integration of Indian knowledge through the various courses in the syllabus through the dynamic curriculum. As per the needs of the learners the bilingual approach is used in the classroom. The college runs on Gandhian philosophy and many of the programmes are interweaved with the philosophy. Gandhiji emphasized on culture values importance to Indian languages, dignity of labour and community engagement for development. The day starts with sarvadharm prayers and paper reading on various issues, challenges related to society, culture, education and environment. The curricular and co-curricular programmes organized depict the Indian knowledge system and incorporate Indian languages and other cultural aspects. Celebration of seasonal, socio-cultural and national festivals in which there are paper readings and discussions, songs, dramas, role-plays etc. in different languages. Films from Indian languages are shown and discussed for learning purposes, programmes like Makarsankranti, onam, Christmas, Navratri and Eid and acquaint the students to various Indian cultural diversities,

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

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

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

more aware and open-minded and develop skills of confidence, competence and cooperative learning.

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

20.Distance education/online education:

Not applicable

Extended Profile

1.Student

2.1	119
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	135
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	62
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	46
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	46
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	119
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	14.06
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	38
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	7
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	19
Number of sanctioned posts for the year:	
Part B	

CURRICULAR ASPECTS**1.1 - Curriculum Planning**

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

The institution follows the framework of NCTE and the revised syllabus given by the University of Mumbai to transact the teaching learning process. Due to the pandemic there was a major paradigm shift from face to face -blended to online mode completely. The ICT skill based training for online mode was imparted for using various LMS platforms. Even in the online mode, the curricular and co-curricular activities are planned and executed according to the vision mission and the philosophy of the institution The curriculum planning is implemented through various ELM - 3 H activities for the enhancement of all round development of the student-teachers. The academic calendar is planned along with the team of faculty and the time table is put for the students every week well in advance for planning and execution of the activities. The records of the activities are documented and where ever possible they are recorded and photographs are taken too. The pamphlets, brochures, programme schedules, reports, attendance record are parts of documentation. The students are encouraged for self-learning and are motivated to join MOOC courses as per their interest.

The institution started working off line to face to face mode from February

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	A. All of the above												
<table> <tr> <th data-bbox="87 526 534 593">File Description</th><th data-bbox="550 526 1436 593">Documents</th></tr> <tr> <td data-bbox="87 593 534 660">Data as per Data Template</td><td data-bbox="550 593 1436 660">View File</td></tr> <tr> <td data-bbox="87 660 534 795">List of persons who participated in the process of in-house curriculum planning</td><td data-bbox="550 660 1436 795">View File</td></tr> <tr> <td data-bbox="87 795 534 929">Meeting notice and minutes of the meeting for in-house curriculum planning</td><td data-bbox="550 795 1436 929">View File</td></tr> <tr> <td data-bbox="87 929 534 1108">A copy of the programme of action for in- house curriculum planned and adopted during the academic year</td><td data-bbox="550 929 1436 1108">View File</td></tr> <tr> <td data-bbox="87 1108 534 1176">Any other relevant information</td><td data-bbox="550 1108 1436 1176">No File Uploaded</td></tr> </table>	File Description	Documents	Data as per Data Template	View File	List of persons who participated in the process of in-house curriculum planning	View File	Meeting notice and minutes of the meeting for in-house curriculum planning	View File	A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File	Any other relevant information	No File Uploaded	
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A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File												
Any other relevant information	No File Uploaded												
1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	B. Any 3 of the Above												

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

1.2 - Academic Flexibility

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

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

18

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

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

0

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

0

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

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The curriculum is enriched by providing students with a number of experiences through online mode so as to develop an all-round development of personality. The curriculum provides a way to demonstrate knowledge and develop competencies and skills through daily paper reading sessions followed by discussions on various issues related to society and reflecting on them so as to make teachers aware of their role as a social change agent. Lectures and workshops by Expert's lectures from different fields. The knowledge and developed competencies and skills acquired are applied during online practicum work such as practice teaching sessions, community engagement activities, remedial work and other practicum work through Mentor Mentee approach. During the pandemic there were a whole lot of webinars on various topics organized by the institution as well as other institutions in the country. Students were encouraged to attend the same and assimilate the knowledge. Many of festivals were organized online and 100 percent participation have helped in giving individual attention to the student development in all the 3 domains of personality.

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

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

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

Enriched information is provided to the students and many of the topics related to diversity are discussed during the classroom interaction sessions. The paper reading sessions which are conducted daily also include the diversity related topics. State

wise Variations and International and comparative perspectives are also discussed through course Educational Management and assessment for learning. Webinars and Seminars and films and documentaries are the other ways in which the diversities are discussed and the students participate in the same and get familiarized.

The students -teachers are doing practice teaching and other practicum work in different schools following different school boards thus getting experiential learning about diversities with respect to students, working culture, curriculum, assessment strategies etc. These experiences are then disseminated through report readings in assembly by each school group so each one of them is getting knowledge about various diversities in functioning of various boards of school education.

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

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

The Institution follows the Experiential Learning Model ELM. The curriculum is activity centered and many programmes and activities are conducted for the Student Teachers. The day begins with the Sarva dharma Prathama followed by motivational, patriotic and environmental songs. Thereafter Paper Reading sessions by the students on topics related to Society. This gives students an idea about their role in society as a Social Change agent.

The classroom interactive sessions comprise of learning through films, documentations, videos, workshops, presentations, group study, flipped classroom and cooperative learning. Webinars, seminars, visits, celebrations of important days and festivals are conducted by the faculty. Camps to sensitize the students are held. Action Research projects, Community work with the

underprivileged children, develop a number of skills required to become good teachers as they gain a lot of exposure. Experts from the fields from India and Abroad are invited to share their experiences with the students which help students have a deeper perspective of their role as teachers especially the idea that Education is a mission. Practice teaching in schools help students gain a lot of experiences to develop competencies and qualities of good teacher. Thus the institution leaves no stone unturned to develop the personality of the student teachers.

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

Feedback collected and analysed

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile****2.1.1 - Enrolment of students during the year**

120

2.1.1.1 - Number of students enrolled during the year

120

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

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

11

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

11

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

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

As ours is a Grant in Aid college. All 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. 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 are done by the Higher and Technical Education, Govt. of Maharashtra.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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

Six/Five of the above

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

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

Four of the above

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

2.2.4 - Student-Mentor ratio for the academic year

15:1

2.2.4.1 - Number of mentors in the Institution

7

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The institution practices a teaching methodology which focuses on imparting education through a student centric approach. This methodology helps to transform students from being relegated to the role of passive recipients to active and involved stakeholders, apart from boosting their confidence and encouraging independence. Teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning, etc. The Teaching-learning activities are made effective through illustration and special lectures. Lessons are taught through PowerPoint presentations to make learning interesting besides oral presenting methods Interactive method: The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, discussion, and questions and answers on current affairs. Innovative student-centric methods such as Workshops, Seminars, Simulation, Role play, Review web literature, Video, Demonstration, Activity-based learning, Flipped Classroom, Guest lecture, Professional practice school, GD/ debate, Peer learning groups, MOOCs, Google Classroom, Project-based learning, Real-time case studies, Worksheets, PPT, Mind map, Journal Review, Crosswords, Research projects, Language games, Viva, Poster presentation, Public Speaking to encourage Participative, Problemsolving and Experiential learning.

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

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

7

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

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

100

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Three of the above

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

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

The students are divided into groups as per the activity and mentoring is done for the activities accordingly by the in charge There are faculty in charge of the different programs and students are guided and mentored. For example for the practice teaching the 6 mentors are mentoring in the school. Faculty groups: are formed in which the students are divided as per roll number into groups and the faculty in- charge have regular meetings with them and the mentoring is done, The students discuss the personal as well as academic related issues ,and counselling is done community work: students are grouped accordingly and they work in the community along with the faculty and guided well. Pedagogy method groups: Method master groups mentoring is done to develop expertise in the pedagogy of the school subjects. Faculty is assigned the coordinator ship for the various celebrations and programmes where the mentoring is done to develop another personality traits and soft skills

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by

Five/Six of the above

experts Book reading & discussion on it
Discussion on recent policies & regulations
Teacher presented seminars for benefit of
teachers & students Use of media for various
aspects of education Discussions showcasing
the linkages of various contexts of education-
from local to regional to national to global

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

The curriculum transaction in the college is basically experience based participatory and learner centric. All the facilities available in the college is being used judiciously to make the Teaching-Learning process focused on creativity, innovativeness, rational thinking, competency inculcation, acquisition of life skills. The following events would give a wider aspect of the creative, critical, and empathetic dimensions Imparted to the students. Creativity is developed through Workshops in Drama and Arts in Education Vocational /Work Education- SUPW Innovativeness is developed through Lesson template preparation Based on Models of Teaching Innovative Lesson template ICT Oriented Lessons Activity Oriented Classes Workshop on Teaching Aids E-Content Preparation E portfolio designed by students Intellectual and Thinking Skills are developed through Action Research Practicums Practical works SeminarAssignments Brain storming sessions Reading and reflection on text Concept map on any one topic in higher secondary level Debates on topic of social and conceptual importance Gender issue awareness and management Empathy is developed through Social Visit Reflective Journal Preparation Community Living Camp Awareness Program in Practicing Schools Group Seminar Group Discussions Participation in Rural Reconstruction Working with Community Remedial classes to weak students in neighbourhood schools Distribution of Useful Cloths

and Stationery to Poor homes. Life Skills are developed through Field Trips Daily Assembly and paper reading Morning Prayer Sports Day Participating in Intercollegiate Competitions and University Competitions Naturalistic intelligence is developed through Cleaning the campus Planting trees Paper carry bag preparation.

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

2.4 - Competency and Skill Development

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

All of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP)

Ten/All of the above

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

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning

Four of the above

suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content
Observation modes for individual and group activities
Performance tests
Oral assessment
Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans
Developing assessment tools for both online and offline learning
Effective use of social media/learning apps/adaptive devices for learning
Identifying and selecting/developing online learning resources
Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and

All of the above

community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

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

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

Internship programme is a systematically planned activity. Grouping of the student teachers is done as per the subject, Medium and readiness. The schools are approached and permission taken from principals. Supervisor is approached for the time

table. Librarian, Lab Assistant and computer teachers are approached for interactive session. Mentor teacher is assigned to the students. The mentor teacher is approached for the lessons; she also gives guidance to the students. Constructive oral feedback is given by the supervisor. Written remarks about various aspects are noted on the lesson plan. Student teachers reflect during feedback session. Peer assessment is also done.

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

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

2.4.9.1 - Number of final year students during the academic year

51

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

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

Five/Six of the above

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

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

The first phase is during the second semester that is internship for three weeks where they carry out shadowing of school teachers, observation of school activities and observation of peer lessons etc. after which they give 5 lessons in their own pedagogy. The second phase is in Semester III for 11 weeks where the students take 10 lessons in their own pedagogy, 2 theme based lessons and 3 co-teaching lessons with the school teachers. They also conduct a unit test which they make themselves, administer it and analyse it. Students write a reflective journal so as to understand their learning from internship and practice teaching. The Third phase is phase is in IV semester for 5 weeks, where the trainees have to teach 10 lessons. 5 lessons in their second pedagogy and 5 lessons with their peers. Along with this they have to observe the school activities and also have to conduct some activities which they write later in reflective journal. In addition to this the students conduct an action research project after considering some problem in the school and try to give some solution. All the above activities are monitored and are recorded in student's diary. The mentor here is there with the students all the time to help, guide and assist them in all the activities mentioned above. The school teachers, supervisor and even the principal helps the students to complete their task during internship.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

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

Five of the above

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

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year**7**

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

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**4**

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

2.5.3 - Number of teaching experience of full time teachers for the during the year**7****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****20**

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

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

colleagues and with other institutions on policies and regulations

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

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

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution
Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The continuous evaluation of student's achievements is a part of the curriculum of SSCOE. This consists of tutorials, assignments, presentations, essays, examinations, projects etc. The assessment is done through a mentor mentee programme. The principal, faculty and peers are involved in evaluation of performance and feedback. The students are given an opportunity to attempt retest/resubmission under special circumstances. The students are

given counselling and support through a faculty advisors group. The evaluation system was revamped completely due to the onset of pandemic. All submissions assignments, essays and learning materials etc. were submitted in the online platform. Feedback was also provided through online mode. The continuous Internal Evaluation is done at 4 different levels to retain objectivity - Principal, coordinators, mentor-mentee and peer evaluation. The students are informed about objectives and criteria of each evaluation. The entire process is explained to the students. Students are specially oriented for peer evaluation. The faculty advisors give their comments and evaluations to students after each curricular and co-curricular activity. The coordinator and the principal give their opinion about the performance. The final results of internal evaluations are compiled according to the university guidelines and submitted to the authorities.

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

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

Five of the above

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

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

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

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

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

Academic calendar has been prepared and adhered to according to the vision, mission and prospective plan of the institution. All activities of the different departments are chalked out as per the discussions in the IQAC. Seminars, workshops and other curricular and cocurricular activities are a part of the academic calendar. The internal as well as university examinations are also reflected

from time to time in the academic calendar. The calendar is prepared well in advance according to the university academic planner by the time table in-charge and principal in consensus with IQAC and department coordinators. The final academic calendar is communicated through a time table to all well in advance. Constant monitoring is the underlined motto of the college. That transparency is implemented across the activities Naturally the academic calendar 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 allround personality.

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

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Our Institute is affiliated to Mumbai University. We run the teacher education under graduate program under the faculty of Interdisciplinary. For these course the institute follows the university curriculum, but along with the university curriculum, Gandhian philosophy based programmes are also interwoven through its various activities and programmes. The evaluation of the students is done at three levels: 1. Program Learning Outcomes 2. Course Learning Outcomes 3. Project Based Courses The institution adopts a very transparent way of Evaluating the students. Program learning outcomes are measured through participation of the students in various activities, events, cultural programmes, theme based celebrations, paper reading, seminars, workshops, conferences, panel discussions, participation in completions at various levels, Community work and SUPW work through which they imbibe various soft skills. They undergo overall development, strengthen the value system, learn team spirit, co-ordination. Communication, learn to express, improvised aesthetics. The course learning objectives are evaluated under the curriculum through the theory and practicum work.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

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

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

2.7.4 - Performance of outgoing students in internal assessment

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

activities during the year**37**

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

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

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

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

2.8 - Student Satisfaction Survey**2.8.1 - Online student satisfaction survey regarding teaching learning process**

https://www.gandhishikshan.com/wp-content/NAAC_Reports/Students_Feedback/SSS-2020-2022.pdf

RESEARCH AND OUTREACH ACTIVITIES**3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year****0**

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

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

Two of the above

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

3.2 - Research Publications

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

17

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

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

10

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

3.3 - Outreach Activities

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

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

7

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

100

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

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

100

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

100

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

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

OUTREACH PROGRAMMES A number of outreach programmes are organized at Gandhi Shikshan bhavan;'s smt. Surajba college of education. The outreach programmes help the student teachers, the fraternity to be one with the society, to interact with them and to become aware of the needs of the society. Community Work: Is a part of the philosophy and has been doing from inception. Students go every Saturday to various centers such as SHED, ASEEMA, ASHA KIRAN and also to Nonprofit organization. The activities conducted here is to provided remedial teaching to the student of Municipal school, to create an awareness of soft and like skills. Beach cleaning, campus cleaning, and other outreach programmes helps to develop in our student teacher the importance of being a part of the society.

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

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

5

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

0

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

0

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

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

11

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institute has Land, Building and Infrastructure facilities as per NCTE norms. Institute has taken initiative to equip Class Room and Seminar Hall with WIFI, Sound System, Public Address System, LCD facility. The Library is well equipped and computerised with SOUL Software , Barcode Printer. Xerox machine. The College has 2 Laboratories. WIFI is provided to every room in the college premises. College has 37 Computers - Laptops-8

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

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

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

6

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.gandhishikshan.com/wp-content/uploads/2022/07/4.1.1.-Physical-facilities-photographs.pdf
Any other relevant information	View File

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

1.32

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

4.2 - Library as a Learning Resource

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

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

This software consists of the following modules. Library uses following modules as per requirement

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

2. Circulation - Membership, Transaction, Interlibrary loan, Library Card generation is done.

3. Online Public Access Cataloguing**4 Serial control - subscriptions, article indexing**

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

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://drive.google.com/file/d/13Q8SW-9zOCXUS5c_f0yhNLQKknCqlSz2/view?usp=share_link
Any other relevant information	No File Uploaded

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

NIL

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

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

Three of the above

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

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

0.7

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

4.2.5 - Per day usage of library by teachers and students during the academic year

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

0

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

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

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

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

100:38

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

C. 250 MBPS - 500MBPS

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

4.3.4 - Facilities for e-content development

One of the above

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

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

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

2.56

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

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

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

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

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

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

utilized as per the time table.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.gandhishikshan.com/wp-content/uploads/2022/07/4.1.1.-Physical-facilities-photographs.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical

Seven/Eight of the above

aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
39	46

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

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

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

13

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

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

0

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

5.3 - Student Participation and Activities

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

The institute every year elect's student council members democratically by students of current batch. The institute ensures student representation in various committees and bodies like: • Placement Committee: Placement committee is elected to serve with placement team of the institute wherein committee members play an active role by coordinating with industry professionals, candidates and by managing campus placement processes. • Magazine Committee: The committee members are responsible for monthly news letters of the institute and annual cultural magazine of the institute. The Magazine secretary heads the committee. • Grievance Committee: Elected members from the students in Grievance committee ensures transparency in decision making. • Anti -Ragging Committee: Students representation in Anti -Ragging Committee ensures transparency in decision making. • Cultural Committee: The student council play an active role in organizing various

National, Seasonal and Cultural festivals and events of the college • **Sports Committee:** The sports committee organizes various sports events
Daily Discipline: Students manage the day to day work related to security, hygiene, discipline etc. The above activities enhance their communication skills, management skills, leadership skills, team-work, time-management, resource management skills and builds confidence in each student.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

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

8

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

5.4 - Alumni Engagement

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

Alumni contribute to the institution in Mentorship: Alumni can act as mentors to current students. They provide guidance and advice to students on career paths, job search strategies
Guest lectures:

Alumni are invited to speak to students on topics related to their expertise or experience. This provide students with insights into the industry and real-world experiences. Networking: Alumni help to build and maintain a strong alumni network for the institution. This can help current students and graduates to connect with each other and with potential employers. Volunteerism: Alumni volunteer their time and expertise to support their educational institution. They serve on advisory boards or committees. Advocacy: Alumni can advocate for their educational institution and help raise its profile. They speak publicly about the institution's strengths and successes on the social media Recruitment: Alumni help to recruit new students to the institution by sharing their positive experiences and advocating for the institution. By actively engaging in these ways, alumni make a significant contribution to their educational institution and help to strengthen its reputation and impact.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

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

3

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

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

There is an alumni association which has regular meetings. Alumni are principals in schools and they send information to the college when there are vacancies in their schools. They offer the school for the internship programmer and guide them when they are in school. Alumni contribute to the institution in Mentorship: Alumni can act as mentors to current students. They provide guidance and advice to students on career paths, job search strategies • Guest lectures: Alumni are invited to speak to students on topics related to their expertise or experience. This provide students with insights into the industry and real-world experiences. • Networking: Alumni help to build and maintain a strong alumni network for the institution. This can help current students and graduates to connect with each other and with potential employers. Volunteerism: Alumni volunteer their time and expertise

to support their educational institution. They serve on advisory boards or committees. • **Advocacy:** Alumni can advocate for their educational institution and help raise its profile. They speak publicly about the institution's strengths and successes on the social media • **Recruitment:** Alumni help to recruit new students to the institution by sharing their positive experiences and advocating for the institution. By actively engaging in these ways, alumni make a significant contribution to their educational institution and help to strengthen its reputation and impact.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution maintains the focus on vision and mission for smooth conduct of curriculum. Our vision allow to provide quality education for empowerment and enlightenment 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. 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. The college management adopts a democratic and transparent style of functioning with the Principal receiving complete independence in carrying out the day-

to-day functioning of the college. At the same time the college management takes keen interest in being kept informed on a regular basis about the varied endeavors undertaken by the college.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The institution practices decentralization and participative management. The Institution always believes in the practices of decentralization and participative management. Practice of Decentralization is having own impact in the management. It reflects the policy decision making, planning and administration, and office management. Management and Administration is responsible for quality initiative to train future teachers. The Institution enhances the quality at various levels - Management, College Development Committee, Principal, IQAC Committee, Various Committees, Academic Staff Welfare, Administrative and Non-Teaching Staff, all the stakeholders involve in the decentralization and participative management all are working together for efficient functioning of the Institution. Every faculty member is involved in the various academic and administrative or other statutory and non-statutory committees. Internal Quality Assurance Cell monitors the academic and administrative activities. Outcome: The Management of the Institution conducts the regular meets and discusses the issue and challenges with developmental aspect of the institute. Thus, Management of the Institution encourages the teachers, students and non-teaching staff, alumni and coordinators to share their ideas, opinions and suggestions through the proper channel. The input received from various committees and feedback analyses are considered for the future decision making.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

Financial Transparency: In the office, we have computerized a financial account automation software system which has been activated to ensure transparency in financial functions. Receipts are provided for all fees collected. 2. We conducted an internal audit by a chartered accountant every year in June and submitted it to the Joint Director Office. 3. External audit is also conducted periodically by the office of the Joint Director, Government of Maharashtra. **Academic transparency:** Academic transparency: The college constituted different committees for smooth academic function i.e. CDC, IQAC, Academic Audit Committee, Admission Committee, Examination Committee and Time-Table Committee etc . The main responsibility of these committees is to ensure transparency in academic functions in addition to the heads of the Faculty and Departments. **Administrative Transparency:** Admission process is completely transparent as ours is a Grant in Aid college all 50 students are allotted by the MHCET of the state of Maharashtra. The admission process is centralized admission (CAP) by the MHCET of the state of Maharashtra. The CAP process is online

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

6.2 - Strategy Development and Deployment

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

The Institutional Perspective Plan is prepared in the beginning of the year with discussion of Principal and the faculty. This plan is well integrated within the academic calendar every year and

executed for the "all round development" of the student teacher's various co-curricular activities were organised. Due to exposure to the New Normal the curriculum changed exponentially to the digital world. All activities right from transaction to evaluation began to evolve digitally. It is well integrated within the Academic Calendar every year and executed. The allotment of responsibilities is communicated orally as well as in the form of circulars before the commencement of the academic session. The finance and Administrative plan is presented in the Finance and College Development Committees and carried out accordingly. One such programme - online Teacher Day celebration was organized and various activities were planned and for the successful implementation strategic planning was done. Students and entire faculty were involved in the activity not only for preparation but also, for joyful learning and to enhance various competencies to gain and improve skills so as to understand the philosophy of various educationists. The esteemed educationist panel members for the session explained about the major problem faced in today's System of Education, especially during online Examinations.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.gandhishikshan.com/wp-content/AQAR/Related_Documents/Perspective_Plan.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

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

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

All of the above

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

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

One important decision based on the minutes of meetings of the college development committee was buying the new Televisions for the two classrooms. The two classrooms had ICT facility with the LCD display and a personal computer. The first classroom had a fixed PC and LCD and the second classroom had a movable LCD and a laptop was taken daily into the class in the morning and then put back in the cupboard in the evening. Due to the moisture, the LCD was not working well. The repair charges were exorbitant and spending on repairing an old LCD was not a right decision.

A need was felt to have a fixed system display. The issue was discussed in the CDC meeting and the decision to buy two new TV's

for the two classrooms was taken. Accordingly, Faculty looked for various brands of TV's and enquired in the shops and finally after obtaining quotes from various shops, two Televisions were purchased and installed in the classrooms. The day-to-day issue was solved. The faculty is using the online videos, films and documentaries in day-to-day teaching.

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

6.3 - Faculty Empowerment Strategies

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

1. Staff get Salaries on time on 1st day of the month no delay in Salaries
2. As per Govt. Rules timely D.A. Allowances
3. Sending Staff for profile growth as Resource persons in different Colleges and Universities
4. Offering opportunities to attend Workshop and Seminars, Refresher and Orientation Courses to improve skills and advance in Careers.
5. The NTS is given uniform and festival Advance during Diwali festival
6. Celebration of 50th & 60th birthdays of Staff and superannuation function of staff.
7. A Safe and healthy work environment with proper facilities like Water purifier, Refrigerator and Microwave, proper safe drinking water etc.,

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

0

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

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

3

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

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

Various portfolios given to the faculty and staff as per their interest and abilities. After completion of the activity the performance appraisal is done by the principal and feedback is given. After the activity is completed the remarks and suggestions for further improvements are discussed with the coordinators. As ours is the govt. aided college the teaching and non-teaching staff writes the performance appraisal reports as per government formats and submits them to the principal who goes through the same and then the evaluation is done and the appraisal remarks are written and then the report is placed as separate records.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

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

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

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

0

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

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

1. Budget is prepared to prioritize spending and allocation of fund.
2. Improving resource utilization (Reducing Expenses) by going to wholesale places, negotiating prices without sampling quality A penny saved is penny earned. Using user's papers by issuing emails to reduce stationery.
3. Collaborating with organizations for doing workshops/Seminars etc. together which helps in reducing cost. Parent of students help college in stationary or Uniform for staff whenever possible to get things at complete values. Donations are welcome.

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

6.5 - Internal Quality Assurance System

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

The institution has various cells and committees along with IQAC cell and CDC cell to ensure quality enhancement and quality assurance. Though it was challenging to coordinate activities in New normal due to pandemic and once even for the offline mode, all cells and committees along with IQAC put in lots of efforts to ensure quality enhancement and quality assurance. The institution tried to facilitate learner centric environment through online platforms such as G-Suite, Edmodo, and Zoom. All of the online curricular and cocurricular activities were documented in the form of recordings, photographs, reports etc. There was organisation of webinars, lecture series workshops, expert talks on topics of values, quality in education sector, mental wellbeing. Environmental sustainability related themes. All these programmes were organised in collaborations with various government organisations, inter /intra university departments, educational institutions, Non- govt, Organisations etc. The progress of the work was presented in staff meetings /IQAC meetings and CDC meetings so as to seek feedback and guidance from various stake holders. Various mandatory audits were conducted as per the prescribed guidelines. The IQAC cell was actively involved in preparation and submission of the AQAR as per the guidelines and parameters of NAAC. The entire data base is maintained in MIS system, G-Suit drives as well as on website.

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

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

The institution reviews its teaching learning process periodically through staff meetings, portfolio in charges meetings, Student council meetings, faculty group meetings, practice teaching group meetings, IQAC meetings, CDC meetings etc. Due to the pandemic situation these meetings were held online periodically throughout the year. The reports of various curricular and co-curricular activities are presented in IQAC meetings and reports of it are read in CDC meetings. The progress of the teaching learning process is discussed in these meetings and necessary actions and decisions are taken as per the need. Various stakeholders such as

managing body members, students, faculty and other IQAC/CDC members take part in this review process.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

20

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://drive.google.com/file/d/1VzOrYZUVYQSwdj6vanzMKKU7N9AVxUWn/view?usp=sharing
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gandhishikshan.com/aqar/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

RECOMMENDATION OF VARIOUS NAAC CYCLE AND INCREMENTAL IMPROVEMENTS
NAAC FIRST CYCLE 2004 Suggestion Given College needs ICT facilities to develop their ICT resources and provide resources required to have quality ICT Services. Enhanced ICT facilities due to the 11th Plan Grant given under section 12b and 2 f from 2007 to 2012 1. The College should constitute an IQAC Cell. The college has now in place the IQAC Cell
NAAC SECOND CYCLE 2011 1. Research Culture needs to be enhanced in the college Teacher Educators are involved in the process of presenting research papers. All the Teacher Educators have completed one Minor Research Project. Regular Action Research. Active Ph.D. cell 1. Application of Computers in Education as one of the compulsory subject to be introduced in B. Ed. Introduction of ability course -Critical understanding of ICT All teacher Educators are implementing it in teaching learning process.
NAAC THIRD CYCLE 2017 1. Coaching to be initiated for TET for B ED STUDENTS. Organization of Training sessions by experts on TET. 2. Faculty

development Programme in Research Methodology, Models of Teaching, Constructivism, Inclusive Education. Lesson plan in Experiential Learning Research Methodology workshops are organized for Ph.D. Scholars Interdisciplinary course - special one-day visit in special schools and three-day Gender equality camp and bilingual approach during

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The energy policy of India is to increase the locally produced energy in India and reduce energy poverty, with more focus on developing alternative sources of energy, particularly nuclear, solar and wind energy. Ours is a very small single unit of just 100 Students standalone college so we cannot have any major alternative source of energy. But we have tried the following: 1. Done an energy audit by Roshni Udyavar and associates 2. Changed the lightings and tubes as per eco natural alternatives available in the market. 3. We are in conversation with vendors to provide us cheap alternative like Solar energy, since that is only feasible for us.

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

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

The art of various schemes to manage and dispose of wastes is called Waste management. It can be done by discarding, destroying, processing, recycling, reusing, or controlling wastes. The prime objective of waste management is to reduce the amount of unusable

materials and to avert potential health and environmental hazards. We have the following schemes in place:

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

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

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

Two of the above

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

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

Two of the above

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

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

The institution is dedicated to maintaining cleanliness and sanitation through regular cleaning schedules and waste management systems. It enforces strict guidelines for waste disposal and encourages recycling practices among its members. Furthermore, the institution actively promotes the planting and nurturing of green cover on its premises, including trees, shrubs, and gardens, to enhance the natural environment and air quality. Efforts are made to reduce pollution by implementing eco-friendly practices minimizing carbon emissions. Regular educational programs are organized to engage the community in environmental conservation initiatives, fostering a culture of responsibility towards preserving the ecosystem for a healthier and pollution-free environment. Students take pledge related to the cleanliness and also paper reading sessions on environmental pollution, solid waste management etc. are regularly read. Exhibitions on pollution and harmful effects are organized in the schools and the college. Green club is set up in the college through which the awareness is created.

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

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

Three of the above

Green landscaping with trees and plants

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

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

0

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

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

At the beginning of the academic year to make the student community aware of the local area and the available resources a "know your surrounding" programme is kept. However due to Covid attempt was made online. community practices: Online Community Engagement -

1. The sarva dharma prayer is conducted daily also in the online mode and the community, that is the parents at home , relatives etc. became aware of prayers of various religions .

2.The assembly has paper reading by students in which many issues related to our society

3.Cyber Security awareness amongst more than 10 parents/students/ other community people etc.

4. Online remedial work - The student teachers were engaged in providing online remedial teaching practice teaching school students.

5.A PSSC team - a project initiative with MGNCRE: Providing foodgrains, data about available covid beds in hospitals, phone counselling, etc.

6.Online Survey of the status of women was done by the students and awareness programmes were conducted .

This was under the DLLE Extension work project Challenges -

1.Internet connectivity / data availability

2. Convincing community for online engagement

3. Pandemic situation

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

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

C. Any 2 of the above

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

7.2 - Best Practices

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

BEST PRACTICES - 2021-2022

TITLE: - Sarvadharm Prayers

OBJECTIVES

- To promote unity and harmony among people of different religions and faiths
- To promote tolerance and respect for diversity

THE PRACTICE -The new student teachers from our institution are introduced the Gandhian ideas of education and Gandhian values of peace and non-violence. The Sarvadharm prayers are conducted daily since inception. This practice was also carried on in the pandemic years in the online mode. The students and family members also got to know about the prayers of the different religions which helped in generating awareness and respect among people of different religions and faiths.

TITLE 2- Experiential Learning

OBJECTIVES

- To develop practical skills and knowledge related to a particular field or profession.

THE PRACTICE - The institution believes in experiential learning. In spite of meeting in online mode daily paper reading sessions, celebration of various seasons, national and international days, social festivals, practice teaching were done online. The students' teachers gained these experiences too. SUPW was also taught in the groups Macramé work, Tailoring and Carboard work and students learnt online. More programmes like the visit to counselling centres, the 2 days camp to Shantivan was organized wherein the students learnt a lot and developed skills of leadership, teamwork, sensitivity etc.

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

7.3 - Institutional Distinctiveness

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

Our institution is a Gandhian institution so it is distinctive in imparting education in several ways. The institution places great emphasis on moral and ethical values. The goal of education is not just to acquire knowledge but also to develop a strong character and a sense of social responsibility. The Focus of the institution is on experiential learning and learning by doing. Students are encouraged to participate in practical activities that help them understand the real-world applications of what they learn in the classroom. Community service is a routine affair in the institution and the importance of community service is discussed with the students and the students as well as the staff volunteer their time and talents to help others and to contribute to society in a meaningful way. The curriculum therefore emphasizes the importance of social responsibility and community service that allow students to work with local communities and address social issues. The institution is distinctive in imparting education because it focuses on developing students' character, promoting social responsibility, and encouraging them to contribute positively to society.

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