

Swayam Siddhi Mitra Sangh's
Swayam Siddhi Mitra Sangh College of Education
Sonadevi Compound, Near Octroi Naka , Kalyan Road, Temghar
Bhiwandi ,Thane, Maharashtra -421302

Self Appraisal Report (SAR)

2015

Submitted to
NAAC, Bangalore

Principal
D.Ed. College

PREFACE

Swayam Siddhi Mitra Sangh's College of Education, Bhivandi, Dist. Thane (Maharashtra) was established by Swayam Siddhi Mitra Sangh, which is a registered public trust headed by a group of enthusiastic educationists and philanthropists which includes among others Mr. Parag Khandekar and Mr. Suresh Jain. By profession the two are Chartered Accountants and by spirit they are social activists, the kind of social activists who work only for the welfare and growth of the society without any desire for temporal material gains.

With a mission to provide quality education and for promoting the best Teacher Faculty in the society, SSMS College of Education has been rendering an unique and by far unmatched service to the society by imparting teachers training to the students. We believe that value - based education can build a great nation and work as an effective tool to strengthen the foundation and status of any society. Contribution of teachers to the growth of the economy of a country is beyond doubt important and indispensable. Because a teacher is the force that has the capability to explore and execute new ideas, techniques and technologies for the growth and development of a country. We are, hence, committed to train the teachers to work as crusaders of knowledge, love and morality among the students, which is the real need of today's professional education world.

The college has ever been striving for giving quality, need and value based education. It strongly follows the latest trends in teacher education and lays a solid foundation for learning.

SSMS College of Education is well resourced with a team of highly qualified and experienced faculty. It has got ample material resources to help the student teachers and teacher educators achieve the best.

We are very hopeful that the evaluation and assessment by NAAC will provide us with an opportunity for self -introspection and critical appraisal of our strengths and shortcomings and other critical issues.

I express my heart – felt thanks to the Steering Committee of NAAC for their painstaking efforts for the preparation of Self Appraisal Report. I equally owe my sincere gratitude to all my colleagues and friends for co-operating me in preparing the entire NAAC report. The non-teaching staff of the College deserve equal praise and thanks for the services they have rendered in the preparation of this report.

Principal

PART I : EXECUTIVE SUMMARY

Ever since its inception Swayam Siddhi Mitra Sangh's College of Education is rendering quality education to the women – folk of Bhivandi and its vicinity. A chunk of population of Bhivandi - Nizampur Mahanagarपालिका is that of minorities especially Muslims and also of those belonging to Scheduled Castes and Scheduled Tribes. The city of Bhivandi is known for Powerloom Textile Industries. Majority of powerloom industries in this region is owned by Muslims where most of the workers also hail from Muslim Community. But most of the industries, at present, are either sick or on the verge of closure. Thus Bhivandi still remains an economically backward region. Providing education to the students of economically backward community is a very tough and challenging task for unaided colleges like ours. Because the fee structure is comparatively below moderate level and late or non - payment of fee by the students further to be compensated either by allowing more discount or waiving of fee.

The institution is situated on Kalyan – Bhivandi Road near Sai Baba Temple, Bhivandi and is spread over a few acres. The beautiful campus presents a peaceful, cheerful, vibrant and conducive teaching – learning environment. Its modern, aesthetic and imposing structure stands out in the nearby concrete multi-storied structures. Over the years, the institution has always imparted quality education and multi faceted training to mould teacher trainees physically, emotionally, intellectually and spiritually. Maximum utilization of the infrastructural facilities by the institution's committed, highly qualified and progressive faculty has led to sustained progress and development.

No institution can flourish without research and extension activities. Quality research is undertaken in the institution's research department under the guidance of eminent guides. More than three faculties are doctorate in the subject of Education. The conducive research environment of the institution has motivated more and more faculties to get them registered for Research. This reflects the faculty's potential and their sincere efforts to excel in all areas of education.

The college has illustrious alumni who hold key positions in the educational field all over the State and the country as well. The institution has always maintained a high ethical code as regards to admissions and academics thereby setting lofty standards. The focus of the institution is on quality curriculum transaction with the use of modern technology, evaluation, and research. Teacher training includes a variety of learning experiences coupled with innovative instructional strategies which is the need of the new millennium.

Besides academic activities, the faculty efforts are directed towards social and community service. This facilitates interaction with the community and society.

Meticulous planning, timely implementation and introspection of all curricular and co-curricular activities are the priority of faculty and staff. This leads to qualitative improvement and a desire to excel keeping with the institution's motto 'Pursuit of Excellence'. This is reflected in consistently good academic results in the B.Ed and M.Ed programs implemented by the institution.

The institution operates under the control of regulatory bodies that include the national bodies like N.C.T.E. In addition to this, S. N. D. T. Women's University, the Swayam Siddhi Mitra Sangh and the Local Management Committee also exercise control over the institution for total educational quality management.

The Research Committee of the institution is formed every year. Its meeting is convened every month. The said committee organizes seminars and workshops. In the year 2014-15 couple of seminars on Research Methodology were conducted. Eminent personalities like Dr. Anjan Kumar, Dr. Arundhati Chavan and others spoke to the students and faculties as well and harped upon the need of Research in the field of education. The College Management is very keen on fostering spirit of Research among the faculties and the students. It has made several provisions to augment and facilitate research activities in the college.

RELATIONSHIP WITH SOCIETY:

The needs of the society is also taken into consideration and awareness given to the people

1. HIV awareness
2. Helmet rally
3. Pasting dotted stickers on head lights of the vehicles
4. Eye checkup camp
5. Dental Checkup
6. Cleanliness program

Relationship with parents

Parents teachers meeting are conducted and their opinion is collected, about their ward's performance. If the mentors find that the performance of the students is not up to the mark, the students are called to give reason for amelioration. If the students find the subject tough, steps are taken to make them enter the comfort zone. We also get good guidelines from the employers of campus requirement about the feedback of the students and steps are taken to suit their requirements.

To, conclude, the Institution serves the educational needs of the women folks of Bhivandi region and through quality education it has contributed in a large measure to Our cherished goals like – women empowerment, need of education for women, reducing gender gap and curbing drop out cases among women.

A. Profile of the Institution

1. Name and address of the institution: Swayam Siddhi Mitra Sangh's
College of Education
2. Website URL: www.swayamsiddhieducation.com
3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.Rauf Pathan	02522- 249191	02522- 249191	principal@swayamsiddhieducation.com
Vice-Principal			
Self - appraisal Co-ordinator – Dr. Shukla P.N Chitte Jagdish	02522-249191	09221430195	admin@swayamsiddhieducation.com chittesir@swayamsiddhieducation.com

Residence

Name	Telephone Number STD Code	Mobile Number
Dr.Rauf Pathan		09422214934
Vice-Principal		
Self - appraisal Co-ordinator Chitte Jagdish	02522-249191	09221430195

4. Location of the Institution:

Urban ☐ Semi-urban ☒ Rural ☐ Tribal ☐

Any other (specify and indicate)

5. Campus area in acres: 2.70 acres

6. Is it a recognized minority institution?

Yes

☐

No

☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
06	2004

8. University/Board to which the institution is affiliated:

S. N. D. T. Women's University, Mumbai

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

MM	YYYY
2f	NA

Month & Year

MM	YYYY
12B	NA

10. Type of Institution

a. By funding

i. Government

☐

ii. Grant-in-aid

☐

iii. Constituent

☐

iv. Self-financed

☒

v. Any other (specify and indicate)

☐

b. By Gender

i. Only for Men

☐

ii. Only for Women

☒

iii. Co-education

☐

c. By Nature

- i. University Dept. ☐
- ii. IASE ☐
- iii. Autonomous College ☐
- iv. Affiliated College ☒
- v. Constituent College ☐
- vi. Dept. of Education of Composite College ☐
- vii. CTE ☐
- Viii. Any other (specify and indicate) ☐

11. Does the University / State Education Act have provision for autonomy?

Yes ☒ No ☐

If yes, has the institution applied for autonomy?

Yes ☐ No ☒

12. Details of Teacher Education programmes offered by the institution:

Sl.	Level	Programme/	Entry Qualifi	Nature of	Duration	Medium of instruction
i)	Pre-primary	NA		Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary	D.T.ED.	HSC (10+2)	Certificate		ENGLISH URDU
				Diploma		
				Degree	2 YEARS	
Siii	Secondary/ Sr. secondary	B.Ed.	Graduation	Certificate		
				Diploma		
				Degree	Two year	English
iv.	Post Graduate			Diploma		

		M.Ed.	Graduation B.Ed.	Degree	Two year	English
v.	Other (specify)	NA		Certificat		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Program me	Order No. & Date	Vali d upto	Sanctioned Intake
Pre-primary				
Primary/Elementa	D.Ed.	WRC/5-6/91/2006/dated 10 nov 2006 WRC/5-6/90/2006/dated 28oct 2006	N.A	ENGLISH- 50 URDU -100
Secondary/ Sr.secc	B.Ed.	WRC/apw00835/123169/2015/1461 41	N.A	50
Post Graduate	M.Ed.	WRC/APW05122/125081/2015/151 696-702	N.A	50
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
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Mission

Yes	✓	No	
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Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

2. a) Does the institution offer self-financed programme (s)?
If yes,

Yes	✓	No	
-----	---	----	--

a) How many programmes?

03

b) Fee charged per programme

	B.ED	M.Ed.	D.ed
c)	35000	35000	15000

3. Are there programmes with semester system: yes

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	✓	No	
-----	---	----	--

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

01

5. Number of methods/elective options (programme wise)

B.Ed.

08

M.Ed. (Full Time)

04

6. Are there Programmes offered in modular form

Yes	☒	No	☐
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Number	24 (B.Ed.) For M.Ed. Semester system
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7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	☒	No	☐
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Number	24
--------	----

8. Are there Programmes with faculty exchange/visiting faculty

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

Number	06
--------	----

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	☒	No	☐
Yes	☒	No	☐
Yes	☒	No	☐
Yes	☒	No	☐
Yes	☒	No	☐

10. How long does it take for the institution to introduce a new programme within the existing system?

6 months to 1 year

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	v
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Number	00
--------	----

12. Are there courses in which major syllabus revision was done during the last five years?

Yes	v	No	
-----	---	----	--

Number	02
--------	----

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes

v

 No

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14. Does the institution encourage the faculty to prepare course outlines?

Yes

v

 No

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Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution ☒
- b) Common entrance test conducted by the University/Government ☐
- c) Through an interview ☐
- d) Entrance test and interview ☐
- e) Merit at the qualifying examination ☐
- f) Any other (specify and indicate) ☐

(If more than one method is followed, kindly specify the weightages)

2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.		100			21	21		79	100
M.Ed. (Full Time)		11			04	04		06	10
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	✓
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If yes, how many?

00

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

48700

b) Unit cost including salary component

25232

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	72	50	68	45
B.Ed.	86.75	50	86.25	45
M.Ed. (Full Time)		55		50

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes ☒ No ☐

8. Does the institution develop its academic calendar?

Yes ☒ No ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	360 hrs	240 hrs	480 hrs
M.Ed. (Full Time)	480 hrs	00	300

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

180 hrs

b) Minimum number of pre-practice teaching lessons given by each student

0 12

11. Practice Teaching at School

a) Number of schools identified for practice teaching

0	14
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b) Total number of practice teaching days

240	hrs
-----	-----

c) Minimum number of practice teaching lessons given by each student

0	12
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12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simul

No. 06

No. of Lessons Pre-practice teaching

No. 06

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes

✓

No

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14. Does the institution provide for continuous evaluation?

Yes

✓

No

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15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
B.Ed.	62.5%	37.5%
M.Ed. (Full Time)	62.5%	37.5%

16. Examinations

a) Number of sectional tests held for each paper

0	2
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b) Number of assignments for each paper

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17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)		

18. Are there courses with ICT enabled teaching-learning process?

Yes	√	No	
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Number	24
--------	----

19. Does the institution offer computer science as a subject?

Yes		No	√
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If yes, is it offered as a compulsory or optional paper?

Compulsory ☐ Optional ☐

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	02	20	%
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2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

If yes, provide the following details on the ongoing research projects

Funding agen	Amount (₹)	Duration (ye	Collaboration, if

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

00

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

✓
✓
✓
✓
✓

5. Does the institution provide financial support to research scholars?

Yes	✓	No	
-----	---	----	--

6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes ☒ No ☐

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals			
National journals – referred papers	√		10
Non referred papers			
Academic articles in reputed magazines/news papers	√		06
Books			
Any other (specify and indicate)			

9. Are there awards, recognition, patents etc received by the faculty?

Yes ☐ No ☒

Number

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	03	00
International seminars	05	00
Any other academic forum		

11. What types of instructional materials have been developed by the institution?
(Mark '√' for yes and 'X' for No.)

Self-instructional materials ☒

Print materials ☒

Non-print materials (e.g. Teaching

Aids/audio-visual, multimedia, etc)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

☒☒☒☒

12. Does the institution have a designated person for extension activities?

Yes

☒

No

☐

If yes, indicate the nature of the post.

Full-time

☐

Part-time

☐

Additional charge

☒

13. Are there NSS and NCC programmes in the institution?

Yes

☐

No

☒

14. Are there any other outreach programmes provided by the institution?

Yes

☒

No

☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

05

16. Does the institution provide consultancy services?

Yes

☒

No

☐

In case of paid consultancy what is the net amount generated during last three years.

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	Yes
State level	Yes
National level	Yes
International level	Yes

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

1156.27

2. Are the following laboratories been established as per NCTE Norms?

- | | | |
|---|---|-----------------------------|
| a) Methods lab | Yes ☒ | No ☐ |
| b) Psychology lab | Yes ☒ | No ☐ |
| c) Science Lab(s) | Yes ☒ | No ☐ |
| d) Education Technology lab | Yes ☒ | No ☐ |
| e) Computer lab | Yes ☒ | No ☐ |
| f) Workshop for preparing Teaching aids | Yes ☒ | No ☐ |

3. How many Computer terminals are available with the institution?

40

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

200,000/-

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

100,000/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

150,000/-

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

100,00000/-

8. Has the institution developed computer-aided learning packages?

Yes

☒

No

☐

9. Total number of posts sanctioned

Teaching
Non-teaching

Open Reserved

M	F	M	F
02	7	3	1
1			4

10. Total number of posts vacant

Teaching
Non-teaching

Open Reserved

M	F	M	F
00	00	0	0
0	0	0	0

11. a. Number of regular and permanent teachers

Lecturers

Readers

Professors

Open Reserved (Gender-wise)

M	F	M	F
01	5	02	01
M	F	M	F
00	00		
M	F	M	F
	1		

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open	Reserved								
Lecturers	<table><tr><td>M</td><td>F</td></tr><tr><td>01</td><td></td></tr></table>	M	F	01		<table><tr><td>M</td><td>F</td></tr><tr><td></td><td>01</td></tr></table>	M	F		01
M	F									
01										
M	F									
	01									
Readers	<table><tr><td>M</td><td>F</td></tr><tr><td></td><td></td></tr></table>	M	F			<table><tr><td>M</td><td>F</td></tr><tr><td></td><td></td></tr></table>	M	F		
M	F									
M	F									
Professors	<table><tr><td>M</td><td>F</td></tr><tr><td></td><td>1</td></tr></table>	M	F		1	<table><tr><td>M</td><td>F</td></tr><tr><td></td><td></td></tr></table>	M	F		
M	F									
	1									
M	F									

c. Number of teachers from Same state

Other states

12
01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:13
M.Ed. (Full Time)	1:06

13. a. Non-teaching staff

	Open		Reserved	
Permanent	M	F	M	F
		1	04	
Temporary				
	M	F	M	F
Permanent			01	
	M	F	M	F
Temporary				

14. Ratio of Teaching – non-teaching staff

2.5:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

2558091

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days

9.30 am to 5 pm

On holidays

10.30 to 2.30 pm

During examination

9.30 am to 5 pm

18. Does the library have an Open access facility

Yes

☒

No

☐

19. Total collection of the following in the library

a. Books

7527

- Textbooks

2570

- Reference books

4957

b. Magazines

05

e. Journals subscribed

- Indian journals

26

- Foreign journals

00

f. Peer reviewed journals

g. Back volumes of journals

15

h. E-information resources

- Online journals/e-journals

02

- CDs/ DVDs

53

- Databases

- Video Cassettes

47

- Audio Cassettes

51

20. Mention the

Total carpet area of the Library (in sq. mts.)

92.9034

Seating capacity of the Reading room

60 students

21. Status of automation of Library

Yet to intimate

✓

Partially automated

Fully automated

22. Which of the following services/facilities are provided in the library?

Circulation

✓

Clipping

✓

Bibliographic compilation

✓

Reference

✓

Information display and notification

✓

Book Bank

✓

Photocopying

✓

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate)

✓
✓
✓
✓
✓
✓

23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

80

Maximum number of days books are permitted to be retained

by students

04 Days

by faculty

01 Month

Maximum number of books permitted for issue

for students

02

for faculty

05

Average number of users who visited/consulted per month

25

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

1: 76

25. What is the percentage of library budget in relation to total budget of the institution

10.7%

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I 2012-13		II 2013-14		III 2014-15	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	2438	1,70580/-	2570	1,81404/-	2570	1,81404/-
Other books	4940	4,29507/-	4927	4,44,483/-	4957	4,51083/-
Journals/ Periodicals	24	5,000/-	27	5500/-	26	5,300/-
Dictionaries	27	7143/-	27	7143/-	27	7143/-
Encyclopaedia	12	20680/-	12	20680/-	12	20680/-
Newspaper	10	16020/-	10	16020/-	10	16020/-
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1	Year 2	Year 3
B.Ed.	nil	02	nil
M.Ed. (Full Time)	nil	nil	nil

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	
-----	---	----	--

If yes, how many students are under the care of a mentor/tutor?

100

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---

5. Examination Results during past three years (provide year wise data)

	UG			PG		
	I 2012-13	II 2013-14	III 2014-15	I 2012-13	II 2013-14	III 2014-15
Pass percentage	96	89.89	100	100	81.82	70
Number of first classes	87	71	60	14	06	04
Number of distinctions		01	38			02
Exemplary performances (Gold Medal and university ranks)	NIL	NIL	NIL	NIL	NIL	NIL

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

NET
SLET/SET
Any other (specify and indicate)

I	II	III
00	00	00

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	B.ED.			M.ED		
	2012-13 I	2013-14 II	2014-15 III	2012-13 I	2013-14 II	2014-15 III
Merit Scholarship	2	2	2	2	2	2
Merit-cum-means scholarship						

Fee concession	09	19	10	09	21	11
Loan facilities						
Any other specify and indicate						

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

9. Does the institution provide Residential accommodation for:

Faculty

Yes	☐	No	☒
-----	--------------------------	----	-------------------------------------

Non-teaching staff

Yes	☒	No	☐
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10. Does the institution provide Hostel facility for its students?

Yes	☒	No	☐
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If yes, number of students residing in hostels

Men

Women

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes	☒	No	☐
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Indoor sports facilities

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

Gymnasium

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

12. Availability of rest rooms for Women

Yes	☒	No	☐
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13. Availability of rest rooms for men

Yes		No	
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14. Is there transport facility available?

Yes	√	No	
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15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	No	
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		2	YES		50
Inter-university		√		√		20
National		√				
Any other (specify and indicate)						

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achiever)
State	NIL	NIL
Regional	NIL	NIL
National	NIL	NIL
International	NIL	NIL

18. Does the institution have an active Alumni Association?

Yes	☒	No	☐
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If yes, give the year of establishment

2011

19. Does the institution have a Student Association/Council?

Yes	☐	No	☒
-----	--------------------------	----	-------------------------------------

20. Does the institution regularly publish a college magazine?

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

21. Does the institution publish its updated prospectus annually?

Yes	☒	No	☐
-----	-------------------------------------	----	--------------------------

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	100	89.8	100
Employment (Total)	20	25	35
Teaching	1+7	1+7	1+3
Non teaching	02	02	02

23. Is there a placement cell in the institution?

Yes	☒	No	☐
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If yes, how many students were employed through placement cell during the past three years.

1	2	3
20	25	35

24. Does the institution provide the following guidance and counselling services to students?

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

✓	☐
✓	☐
✓	☐

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

YES

NO

☒
☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	06
Staff council	12
IQAC/or any other similar body/committee	05
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	GUIDANCE AND COUNSELLING DISCIPLINE COMMITTEE ANTI RAGING COMMITTEE

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	YES	
Medical assistance	YES	
Insurance	YES	
Other (specify and indicate)	YES (RELIE FUND)	

4. Number of career development programmes made available for non-teaching staff during the last three years

03	02	04
----	----	----

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization.

2012-13	2013-14	2014-15
03	02	03

- b. Number of teachers who were sponsored for professional development programmes by the institution

NATIONAL	01	01	01
INTERNATIONAL			

- c. Number of faculty development programmes organized by the Institution:

2012-13	2013-14	2014-15
03	03	02

d. Number of Seminars/ workshops/symposia on curricular development, Teaching- learning, Assessment, etc. organized by the institution

2012-13	2013-14	2014-15
06	05	07

e. Research development programmes attended by the faculty

2012-13	2013-14	2014-15
03	03	03

f. Invited/endowment lectures at the institution

2012-13	2013-14	2014-15
06	07	08

Any other area (specify the programme and indicate)

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6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal	YE
b. Student assessment of faculty performance	YES
c. Expert assessment of faculty performance	YES
d. Combination of one or more of the above	YES
e. Any other (specify and indicate)	YES

7. Are the faculty assigned additional administrative work?

YES

If yes, give the number of hours spent by the faculty per week

02

8. Provide the income received under various heads of the account by the institution for previous academic session

NA

Grant-in-aid

Fees

Donation

Self-funded courses

Any other (specify and indicate)

9. Expenditure statement (for last two years) – PLEASE SEE BALANCESHEET

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty		
% spent on the salary of non-teaching employees		
% spent on books and journals		
% spent on developmental activities (expansion of building)		
% spent on telephone, electricity and water		
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.		
% spent on research and scholarship (seminars,		

conferences, faculty development programs, faculty exchange, etc.)		
% spent on travel		
Any other (specify and indicate)		
Total expenditure incurred		

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.

Deficit in Rs.

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

13. ICT/Technology supported activities/units of the institution:

Administration	Yes			
Finance	Yes			
Student Records	Yes			
Career Counselling	Yes			

Aptitude Testing

Yes			
-----	--	--	--

Examinations/Evaluation/
Assessment

Yes			
-----	--	--	--

Yes			
-----	--	--	--

Any other (specify and indicate)

--	--	--	--

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes

v

No

--

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes

v

No

--

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes

v

No

--

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes

v

No

--

18. Is a grievance redressal mechanism in vogue in the institution?

v

a) for teachers

v

b) for students

v

c) for non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes

--

No

v

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes

☒

No

☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes

☒

No

☐

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes

☒

No

☐

2. Do students participate in the Quality Enhancement of the Institution?

Yes

☒

No

☐

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	NA	NA	01	1
b	ST	NA	NA	01	1
c	OBC	NA	NA	14	14
d	Physically challenged	NA	NA	00	0
e	General Category	NA	NA	44	44
f	Rural	NA	NA	03	3
g	Urban	NA	NA	02	2
h	Any other (specify)Muslim Minority	NA	NA	35	35

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	25	2	33.38
b	ST	00	00	00	00
c	OBC	02	25	04	66.64
d	Women	03	37.5	00	00
e	Physically challenged	00	00	00	00
f	General Category	03	37.5	00	00
g	Any other(specify)				

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I 2013-14	Batch II 2014-15	Batch I 2013-14	Batch II 2014-15
SC	06	01	05	01
ST	01	01	00	01
OBC	25	14	24	13
Physically challenged	00	00	00	00
General Category	37	44	31	43
Rural	02	03	02	03
Urban	04	02	03	02
Any other (specify)	16	35	15	35
Muslim minority				

CRITERION I

CURRICULAR ASPECTS

1.1 Curricular Design and Development

State the objectives of the institution and the major considerations addressed by them?

(Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Issue of ecology and environment, Value Orientation, Employment, Women empowerment ,Global trends and demands, etc.)s

Swayam Siddhi College of Education has made a niche for itself in the arena of education by spreading its fragrance with the budding teachers assiduously nurtured and groomed towards excellence to serve the society

The institution maintains its focus on the vision and mission for effectual conduction of curriculum design and development.

VISION

- ***Empower*** to sow the seeds of knowledge
- ***Emerge*** to nurture the innate potentialities
- ***Evolve*** to blossom into an integrated personality, and
- ***Encompass*** to pledge to the global society

MISSION

The following mission statements are carried out to achieve the vision of the institution-

- develop core competencies by providing knowledge base to student teachers,
- develop practical competencies by creating a learning environment, developing teaching learning strategies and developing resources to support learning.

- develop reflective competencies to help student teachers to reflect on how language, disability, race, gender, geographical locations and other differences impact on learning and appropriate adaptation of teaching strategies,
- to build up the capacity of student teachers to adjust and respond to the diverse needs of students to create an inclusive classroom environment,
- to sensitize the student teachers to social purposiveness reflected by concepts like equality, equity and secularism,
- to align the transaction of the curriculum [theory and practicum] and non-curriculum in consonance with the core values described by NCF 2005, and Constitution of India,
- to bring a global perspective to the curricular and total student teacher's experience,
- to endeavor to promote research skills,
- to build up the capacity of student teachers to integrate ICT in curriculum transaction,
- to develop responsiveness to community needs.

INSTITUTIONAL GOALS

Goals are broad statements of accomplishment of the Program.

Learning Process

- 1. Student admissions:** to recruit and admit students with the personal characteristics, attitudes and behaviors to become competent and caring teachers,
- 2. Competency learning:** to provide multiple opportunities to learn the defined competencies throughout the curriculum,
- 3. Learning strategies:** to promote effective, interdisciplinary learning in which student teachers actively construct and interpret information in multiple settings of practice teaching and theory,
- 4. Instructional methods:** to vary instructional methods as appropriate to accomplish specific learning outcomes,
- 5. Integration:** to integrate and co relate theoretical knowledge with practicum.

6. Assessment: to implement assessment procedures that are formative, summative, varied in techniques and include self- and peer-evaluation, to ensure that the defined competencies are effectively learned and satisfactorily performed,

Learning Environment

1. Orientation: to provide student teachers with orientation when entering B Ed course and when beginning practice teaching and other program,

2. Responsibility: to provide opportunities and support for student teachers to learn to take responsibility for their own learning,

3. Teamwork and collegiality: to create and maintain an environment that fosters teamwork and collegiality,

4. Student support: to support student teachers through effective, sensitive counselling, individual and group support, and career planning and placement,

5. Faculty interactions and role models: to promote faculty student interaction and provide role modeling for student teachers,

6. Respect: to respect all student teachers, regardless of gender, race, age, disability, or religion orientation

7. Communication: to maintain an environment that encourages open and effective communication among all student teachers, faculty and staff involved in the Program.

SOCIAL RESPONSIBILITY

1. Program emphasis: to emphasize within the Program (a) micro teaching, b) simulated lessons, c) practice teaching, d) integration of NCTE core values e) promoting ICT optimally,

2. Needs identification: to establish feedback mechanisms to work with practice teaching schools served by the Program,

3. Enhance awareness: to enhance awareness of opportunities for becoming effective teachers,

4. Community needs: to specifically address the social needs of the community time to time,

5. **Leadership:** to prepare effective leaders during the Program.
6. **Placement:** to ensure that the student teachers are highly sought after as candidates for teachers in variety of schools.

Faculty

1. **Faculty recruitment, retention and recognition:** to recruit, retain, and support faculty members with potentials to recruit, retain, and support faculty members with potentials and to encourage, recognize and reward their educational achievements and contributions and develop their profile.
2. **Faculty development:** to provide a rich learning environment for faculty professional development, creating a culture of support and challenge and ensuring a high level of faculty competence in teacher education.

Partnership

1. **Partnership with Educational Bodies-** to establish greater cooperation and an educational responsibility with UGC, ICSSR, NHRC, UNIVERSITY OF MUMBAI, IDOL, NCERT, NCTE, CIET, NAAC and other bodies,
2. **Practice teaching school partnerships:** to involve practice teaching schools in the Program.

Research

Research Orientation: to offer an educational Program that facilitates and enhances research opportunities for student teachers and faculty.

PROGRAM IMPROVEMENT

1. **Accreditation:** to maintain accreditation of the Program by meeting or surpassing requirements for curriculum, human resources, services, policies, management, evaluation, and consistency across Program as set out by NAAC,
2. **Ongoing evaluation and improvement:** to implement a system to support continuous Program evaluation and improvement, regarding both learning goals and Program goals,
3. **Faculty assessment:** to provide assessment and feedback to faculty, to maintain quality standard in the Program,
4. **Student assessment:** to use student teacher assessment that is formative, summative, varied in strategies and includes self and peer evaluations.

Financial and Administrative Responsibility

Effective administrative structures: to maintain and enhance effective structures, systems and resources for governance and Program management.

Scholarly Contribution

1. **Recognition:** to recognize Program evaluation studies as worthy of research,
2. **Dissemination:** to contribute to the professional literature on the theory and practice of teacher education,
3. **Knowledge sharing:** to encourage and support workshops

Innovation

1. **Orientation:** to encourage the exploration and use of promising new ideas in teacher education,

2. Initiation: to provide avenues such as meetings, forums and conferences for faculty, student teachers, and staff that facilitates the creation and sharing of innovative approaches to teaching/learning.

3. Rewards: to recognize and reward successful innovative ideas and achievements by faculty, student teachers in the Program.

Global Competency

1. Exchanges: to encourage and support faculty, student teachers and staff in gaining experiences by deputing them for regional, national, international seminars, conferences, workshops,

2. Students: to attract, admit and educate a diverse group of student teachers in the Program,

3. Knowledge sharing: to encourage knowledge sharing with other B.Ed colleges, practice teaching schools and stakeholders.

INSTITUTIONAL OBJECTIVES

Objectives are specific statements of accomplishment for the Program.

The following are the institutional objectives

1] High level competencies: to ensure that every graduating student teacher meets or surpasses the competency requirements necessary for proficiency in teaching as a foundation for lifelong learning.

2] Learning Objectives To ensure that the student teachers acquire competencies in the following area specified for the B.Ed Program, viz,

A) Knowledge integration:

Knowledge skills relate to the acquisition, maintenance, integration and use of knowledge. Student teachers should be able to demonstrate an in-depth knowledge of

- relationship between philosophy and education,
- contribution of Indian and western philosophers,
- basis of curriculum designing,
- mutual influence of society,
- human rights, peace education, democracy, modernization, gender issues,
- psychology of learner and process of learning,
- concept, techniques and tools of educational evaluation,
- innovative and creative techniques of teaching.

- contemporary issues in the field of education.

B) Communication skills: These skills relate to communication between teacher and student, teacher and administrators, teacher and colleagues, teacher and parents.

Student teachers should be able to demonstrate that they can-

- listen carefully,
- observe non-verbal cues,
- demonstrate an understanding of the students, their feelings,
- communicate truthfully and effectively both verbally and in writing,
- develop and maintain effective relationships with all stake holders,
- apply negotiation, decision making, problem solving and conflict resolution skills in interpersonal relationships.

C) Effective Teaching: Student teachers should be able to demonstrate proficiency in

- selecting and using appropriate and diverse teaching methods, techniques, strategies for unit transaction,
- selecting, preparing and using appropriate and relevant instructional material for unit transaction,
- reflecting on their own strengths and weaknesses in the process of teaching for self improvement,
- focused observations.

D) Professional behaviours: Student teachers should be able to demonstrate that they can:

- epitomize accepted ethical standards, including the *Professional Standards for teachers*, with the highest sense of honesty, transparency and integrity,
- interact with students, with honesty, integrity, compassion, and respect,
- not discriminate in interactions with students on protected grounds such as age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex and sexual orientation,
- respect social and cultural differences in attitudes and beliefs,
- exhibit professional conduct regarding demeanour, use of language, and appearance in an educational settings.

E) ICT skills: Student teachers should be competent in performing a set of core practical and technical skills meeting the specific objectives. These skills relate to the acquisition and use of information. Student teachers should be able to demonstrate that they can:

- use general-purpose computer software packages,
- use electronic networks for communication with others,
- search, retrieve, and organize information from a variety of information sources,

- select and use materials as resources in self-directed learning, including computer-aided and web-based learning resources,
- use ICT in unit transaction.

F) Personal management skills: These skills relate to development of the individual. Student teachers should be able to demonstrate that they can:

- prioritize tasks, plan and schedule work to meet deadlines and communicate effectively with others around planning and scheduling work,
- select appropriate learning methods for the subject/competency to be mastered,
- assess their own strengths and weaknesses and be willing to seek guidance or accept feedback about personal weaknesses in knowledge and skills,
- develop and practice active coping skills and when distressed, seek counseling.

Thus the institutional goals and objectives reflect major considerations such as Intellectual, Academic, Training, Access to the disadvantaged, Equity, Self development, Issue of ecology and environment, Value orientation, Employment, Global trends and demands, etc.

2. Specify the various steps in the curricular development processes.

College is affiliated to S. N. D.T women's university hence follow the curriculum developed by S.N.D.T Women's University.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The global trends like Globalization, Education for Peace, Information and Communication Technology, Environmental Issues, Cooperative and Constructivist learning, Inclusive Education, Value Education, Developing Global Perspectives are reflected in the current syllabus.

The various papers that deal with the above issues are Foundation and Management of systems of Education teaching and learning process, New concerns and trends, understanding and developing the learner, and various methods of teaching such as Science, Mathematics, History, Geography, Marathi, Hindi and English.

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The college has always ensured that the curriculum bears thrust on issues like environment, value education and ICT in the following manner

Environment

- Environment Education is integrated with the practice teaching Program
- Environment Education is also incorporated with co-curricular activities.
- Talks by experts are held on environmental issues.
- Gardening is an important activity wherein every student teacher is expected to nurture a plants in the garden of the college.
- Celebration of Environment Day.
- Poster Making and other competitions are held on environmental issues

Value Education

- The institution lays emphasis on Value Education as reflected in the mission statement to meet the emerging societal needs.
- Value Education is integrated with the entire course content.
- Value Education is integrated with the practice teaching program
- Value Education is also incorporated with co-curricular activities.
- Value Education is incorporate in the Morning Assembly where the student teachers read value based articles from the News paper and share their thoughts.

ICT

- The institution offers a course in ICT related to the practical application of computers such as, MS office
- ICT is integrated into different "content" courses and methods of teaching.
- The faculty guides students to effectively search the Web based resources within the specific subject being taught.

- ICT is integrated with the practice teaching Program where the student teachers are expected to surf web sites, collate data, prepare slides for effective transaction of lessons.
- ICT is an integral part of the project work, and seminar presentation.
- The institution facilitates student teachers in appropriate use of the Web, E-mail, desktop publishing, desktop presentation, and other ICT aids to learning the course material, doing the course assignments, communicating with their fellow students, and communicating with the course faculty and preparation of CAI packages.
- ICT is also integrated with the assembly and co-curricular activities.
- The faculty uses ICT for various teaching strategies.

5. Does the institution make use of ICT for curricular planning? If yes give details.

The institution makes use of ICT for curriculum planning.

The institution makes use of ICT for curriculum planning.

ICT is used for collating data - The feedback collected from student teachers, alumni, academic peers, practice teaching schools is maintained as database.

ICT Planning- The ICT planning process is an ongoing and integral part of the institution planning process, and the teacher professional learning Program.

ICT Integration- There is integration of new technologies in teaching practices.

ICT Resources - ICT resources are distributed across the site and accessible by all student teachers and faculty in all areas of the institution, used as needed in curriculum activities.

ICT Culture - The institution encourages and supports the innovative and collaborative use of new technologies and ICT resources by faculty and student teachers.

ICT and Publishing-The institution web site reflects institution vision, mission, activities, details of faculty, admission procedure and is updated. ICT is also used for bringing out the College Publication and Annual Magazine.

1.2 Academic Flexibility

1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The institution attempts to replace passive student teachers with one who can critically reflect on the 'received' curriculum and 'prescribed' knowledge. It prepares students to move beyond mere textbook knowledge by complimenting the course content with workshops, field visits such as visits to Centers for Special Education, Banks, Small Scale Industries, Nehru Science Centre, Nehru Planetarium, Museum etc to critically examine and synthesize knowledge from various sources and deal with the complex challenges of classroom teaching.

During the pre-practice teaching, simulated and practice teaching sessions the teacher educators provide constructive feedback to the student teachers in order to enhance their teaching competencies. The student teachers are also encouraged to seek feedback to the student teachers in order to enhance their teaching competencies. The student teachers are also encouraged to seek feedback from the school teachers and peer on the areas of improvement which can be incorporated in their future practice lessons.

The student teachers are encouraged to write reflections by being reflective practitioners in the classroom as well as in the educational situation by ensuring active pupil participation in solving classroom and educational problem in a scientific way. The student teachers are trained to adopt reflective practice and open mindedness for correction by attentively reflecting on the feedback provided by the teacher educators which is purposive and directed to improve their performance in the class.

The institution follows the practice of SWOT analysis wherein the qualitative written and verbal feedback given by the teachers and the principal of the college on the performance of the student teachers in the exams and practice lessons help them to gain insight into their strengths and weaknesses. The SWOT analysis is also done by the student teachers for their theory and practicum.

During tutorials the student teachers are made to reflect over the units learnt by them earlier to check any gaps in understanding, and to develop new insights in the concerned topics.

Thus the institution through its numerous activities engage student teachers to reflect on issues of subject content, appropriate methods of teaching and assessment and attempt to evolve pedagogy in consonance with the needs of the learner . The institution attempts to develop the individuality of the student based on the assumption that it is the individual transformation that leads to social transformation.

2. **How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?**

Computer Education, Research project, Case study is a part of the curriculum. Orientation is given to the student teachers. They are divided in groups and teacher educator takes responsibility of each group as a mentor.

While selecting the second method of teaching, the college considers the interest and aptitude of the student teachers. The institution makes maximum adjustments in its timetable to accommodate the subjects selected.

Grouping of student teachers for practice teaching, simulated lessons and tutorials is done considering their potentials, and requirements.

3. **What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.**

The course and strategies introduced for different skills by the college in the last three years are as follows:

Skills	Implementation by the college
Communication skills	▪ Communication workshops are conducted to develop the oral and written communication skills of the student teachers. ▪ Creative writing -Contributions to College Magazines in the form of articles, short stories, poems, ▪ Workshop on Teacher Profile and Teaching Learning Styles enhance communication skills.

ICT skills	▪ The college has a centralized media facility to prepare audiovisuals and other teaching aids where the teacher educators prepare computerized transparencies, PowerPoint presentations for their seminars and workshops and CAI packages on various topics. ▪ The student teachers are also trained to prepare transparencies, slides and PowerPoint presentations in their individual school subjects.
Life Skills	▪ The college has initiated the use of simulated lessons incorporating Life skills education. ▪ The college conducts annual sessions on topics such as Emotional intelligence, conflict management,
Community Orientation	▪ Human rights to its student teachers, teachers, teacher educators and members of the community.. ▪ The college organizes poster competitions on social issues. ▪ The college brings out annually theme based college magazine.

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

The institution conducts seminars, workshops, varied programs and activities to ensure the inclusion of the following:

- i. **Multi-skill development:** The college motto is 'Participate and Grow" and hence the student teachers are given varied opportunities to nurture their potentials and talents by undertaking the responsibility of organizing and participating in various co curricular activities such as dance, debates, rangoli, singing, food festival, poster competition and drama. The student teachers are also motivated to take part in

various collegiate and inter collegiate competitions like debates, elocution, essay writing, poetry recitation, dance, music, singing, drama, salad dressing, mehendi and personality contest.

The student teachers are given opportunities to develop proficiency in the use of technology

- ii. **Inclusive education:** All the hundred student teachers are sensitized to the issues of inclusion through an orientation session and visits to centers catering to the needs of children with special needs.
- iii. **Practice teaching:** The institution is pro-active in conducting pre-practice teaching

Programs like Workshops on Instructional Material, Chalkboard Skills, Micro-teaching, Demo-lessons and Lesson Planning. The student teachers are introduced to the respective practice teaching schools where they collect the school time table and prepare Practice Teaching time table, Lesson Plans with the guidance of faculty. The feedback on lessons provided by teacher educator and peer is of immense value to the student teachers. The student teachers also observe the peer lesson in their school subjects. Feedback is also taken from the Principals and the school teachers and incorporated in the Practice Teaching Program.

- iv. **School experience / internship:** After completion of Practice teaching the student teachers are sent for one week internship wherein the student teachers spent the entire day in the school assisting teachers organize various activities, project work, preparing teaching aids, productively engaging proxy periods and getting acquainted with school records and school functioning.

- v. **Computers:** The student teachers are trained in the practical application of computers with respect to preparation of letters, annotation in MS Word, Preparation of mark sheet in MS Excel, Preparation of slides in MS PowerPoint, Preparation of posters in Photoshop, Use of internet in the teaching learning process.

- vi. **Information and Communication Technology (ICT)** is a powerful driver for transforming our education system for all participants. Student teachers of SSMS

are already immersed in the use of digital technologies as essential tools for living and teaching in the 21st century.

- vii. **Skills for a challenging future:** In a world characterized by rapid change and uncertainty, student teachers need to be equipped with a broad range of knowledge, skills and attitudes, with particular focus on learning how to learn, communication, thinking and problem solving, defining values, creativity and being adaptable..

1.3 Feedback on Curriculum

- A) How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution encourages feedback and communication from its various stakeholders in the following manner:

Students: During the academic year the Principal and the faculty members constantly have a verbal interaction with student teachers to get feedback about the course contents. An insight into the student teacher's perceptions of the course transmission is secured through the mechanism of oral feedback conducted at the end of the academic year.

Alumni: During practice teaching and internship the faculty interacts with the Alumni working as teachers, supervisors and Principals of various schools to seek feedback about teaching, learning and evaluation methodologies and curriculum of the B.Ed course.

Employers: The faculty interacts with the Principals and management during the course of practice teaching and when faculty is invited as judges for the school competitions and exhibitions and a sincere attempt is made to inquire about their views of the B.Ed course. During the placement process the college Principal and faculty are provided with an excellent ground for discussion with the school Principals, Supervisors, Administrators and Management personnel regarding their perceptions of the B.Ed curriculum in relation to the existing demands and requirements of the different school boards.

Academic peers: Faculty members get an opportunity to have prolific and perceptive discussions with their academic peers during orientation and refresher Programs, seminars, workshops, and central assessment project.

Other Stakeholders: During the biannual Local Management Committee meetings the college Management and the other members of the LMC share their appreciation as well as concerns related to B.Ed curriculum.

- B) Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

In the monthly staff meetings and quarterly LMC meetings the Principal and the faculty share and review the feedback obtained by the individual staff members and the Principal during their interactions with the student teachers, alumni, employers, academic peers, and community. In these meetings reflective and focused discussions are carried out to identify and note the areas for improvement and the changes to be brought in the curriculum.

1.4 Curriculum Update

- A) Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The B.Ed syllabus has been revised during the academic year 2015-16. The New syllabus is of two years duration and consist of four semesters. At present the structure of new syllabus is as follow.

Structure of Two year B.Ed. Program

Faculty name: Education, Program Name: B. Ed. (Two Year duration semester Pattern) 2015-17

Semester I						
No	Titles of the Courses	Total Hours	Cr	Internal (Assignments on theory)	External (University Exam)	Total Marks
	Perspectives in Education					
1	Childhood and Growing Up	60	4	25	75	100
2	Language across the Curriculum	60	4	25	75	100
	Pedagogic courses and practicum					
3	Understanding Discipline and Subject and its pedagogy (Subject education I)	60	4	25	75	100
4	Understanding Discipline and Subject and its pedagogy (Subject education II)	60	4	25	75	100
	Courses on Enhancing Professional Capacities (EPC)					
EPC 1	Reading and Reflecting on Texts	60	2	50		50
EPC 2	Practicing for constructivist teaching-learning	60	2	50		50
	TOTAL(Theory +Practical)	360	20	200	300	500

Semester II						
No	Titles of the Courses	Total Hours	Cr	Internal (Assignments on theory)	External (University Exam)	Total Marks
Core Courses						
5	Contemporary India and Education	60	4	25	75	100
6	Learning and Teaching	60	4	25	75	100
7	Assessment for Learning	60	4	25	75	100
	Courses on Enhancing Professional Capacities (EPC)					
EPC3	Drama and Art in Education	60	2	50		50
	Engagement with the Field					
EWF 1	Practice teaching & Internship	180	6	150		150
	TOTAL(Theory +Practical)	420	20	275	225	500

	Semester III					
No	Titles of the Courses	Total Hours	Cr	Internal (Assignments on theory)	External (University Exam)	Total Marks
	Core Courses					
8	Knowledge and Curriculum	60	4	25	75	100
9	Creating an Inclusive School	60	4	25	75	100
10	Critical Understanding of ICT	60	4	25	75	100
	Engagement with the Field					
EWF 2	Practice teaching & Internship	180	6	150		150
	Enhancing Professional Capacities					
EPC 4	Research Project	60	2	50		50
	TOTAL(Theory +Practical)	420	20	275	225	500

Semester IV						
No	Titles of the Courses	Total Hours	Cr	Internal (Assignments on theory)	External (University Exam)	Total Marks
Core Courses						
11	Gender, School and Society	60	4	25	75	100
12	Optional Courses: Peace Education/ Guidance and Counseling/Sustainable development/ Human Right Education	60	4	25	75	100
Engagement with Field						
EWF 3	Practice teaching & Internship	120	4	100		100
Courses on Enhancing Professional Capacities (EPC)						
EPC 5	Understanding the Self	60	2	50		50
EPC 6	Learning to use computer in education (Computer Project)	60	2	50		50
EPC 7	Seminar	30	1	25		25
EPC 8	Educational Visit	30	1	25		25
EPC 9	Preparation and submission of a port folio	60	2	50		50
TOTAL(Theory +Practical)		480	20	350	150	500

B What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

Besides the contributions described in 1.3- B, the strategies adopted for curriculum revision and update by the institution are as under:

- institution conducted orientation programs for orienting faculty on new areas in the curriculum. It also deputed faculty members to other colleges of education where such programs were conducted.
- Language across the Curriculum is the new topic introduced in the revised B.Ed curriculum. The institution has undertaken the challenge of orienting the teacher educators from all colleges of education to this innovative and interesting teaching and learning strategy through an interactive workshop.
- The revised syllabus has been implemented from the academic year 2015-2016 and the first semester examination is to be conducted. The student teachers give valuable inputs on the reading material available and the difficulties faced by them especially on new areas. The practice teaching schools and the alumni give feedback on the appropriateness of the methodologies and evaluation procedure incorporated by the faculty in the Program. This is an incessant process and goes on year after year.

1.5 Best Practices in curricular Aspects

A. What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

Commitment and perseverance is the secret of achieving quality that the institution firmly believes in. The institution identifies the needs of individual student teachers during the initial months of the academic year by different process of evaluation like conducting personality development workshop, workshop on self concept, writing essays, conducting talent search Programs. Then it decides measures to tap the ability and thereby improve the quality of these student teachers. Some of the strategies are stated as under:

- Conducting communication classes in small batches besides college hours.

- Conducting tutorials in small batches according to their intellectual ability so that the student teachers who are good performers become better, the average students improve and perform well and the weaker students reach the average level. It has been observed that the weaker students gain a lot in the process and do well in their own career.
- Student teachers write answers to difficult and new areas in the subjects which are examined and a feedback given on time. The student teachers have a free access to the faculty in case of academic doubts even beside college hours.
- A third terminal examination has been included for the average and weak student teachers for improving their performance.

B. What innovations/best practices in 'Curricular Aspects' have been planned/implemented by the institution?

The institution emphasizes on Participative approach. Student teachers do not remain merely recipients of knowledge given by teacher educators. The quality of education depends upon the quality of the 'providers' as well as that of the 'receivers'.

The institution firmly believes that there is need for and possibility of providing opportunities to all student teachers to truly participate and learn in one's own way. They should participate not as mere 'recipients' but as learners to evolve curriculum and its transaction modes. The nature and number of learning experiences could emerge according to learner needs. Such a Program would be meaningful and enriched for each student teacher individually. Each would find her own potential and be capable of using it effectively.

Steps

Initiation involves gaming, ice breaking, workshops; sensitization etc., comprises several inputs which lead to perceiving ones' own strengths and weaknesses, acceptance of others, significance of teacher roles and their demands and field conditions. Such sessions are more frequent in initial phase and then continue throughout the course.

All other **learning experiences** comprise the substantive input. These pertain to conceptual as well as practical, that student teachers identify as relevant for them to become effective teachers. The modes of interaction are also as perceived as relevant –

both collectively and sometimes individually. The teacher educators are there to support, supplement, participate in the group processes and facilitate group's functioning.

Appraisal and feedback comprise several kinds of appraisal measures in the form of self appraisal, peer appraisal, teacher feedback and also formal testing, from time to time.

On reviewing the change in pattern of evaluation in the B.Ed. course, the student teachers are trained to write application questions and short answers effectively as they require special skills.

Additional Information to be provided by Institutions

- A. The Practice teaching lesson plans are developed in partnership involving student teachers and mentors. The school teachers assign a unit to the student teachers, advise a particular methodology to be adopted at times, specific teaching aids to be used, update about previous knowledge of school students, level of school students, differently-abled students in the class, evaluation to be carried out or work sheets to be prepared, revision to be carried out. The student teachers then discuss all these points with the mentor and prepare a lesson plan, take guidance from mentor and again discuss the same with the school teacher.
- B. The student teachers also take feedback from school teachers who observe their lessons and incorporate their inputs in the forthcoming lessons. The institution allocates one period a week during method lessons as the number of students would be small to enable one to one interaction. The student teacher discuss issues related to concepts, methodologies and classroom problems akin to indiscipline, evaluation, teaching aids and its effective use and time management.
- C. During tutorials and brainstorming sessions too, the student teachers are encouraged to think by posing challenging questions by the faculty concerned.
- D. General topics are given for self study and more of cooperative learning strategies implemented in the teaching learning process. Intensive computer training and current trends in computers is given to student teachers so that they have an edge over others in the job market.
- E. Workshops on Human Rights, Child Rights, Co-operative Learning strategies, Voice Culture, Value Discussion Model, Mind Mapping, Thought Management, Stress Management, Time Management, Moral Intelligence, Action Research – a panacea for classroom problems, Ignatian Paradigm Model, Learning Styles, Emotional Intelligence,

Self-Reflection: Faculty members are given at least one workshop regarding the self which has a lot of impact on them.

- Providing the idea of leadership, how to be a good leader and making the faculty aware of the importance of the role of a leader in the organization.

Understanding the message

- A. Providing faculty for workshops, seminars and conferences. The faculty attends workshops, seminars, conferences and conferences in their area of expertise and interest. They discuss and share their experiences in groups generated in other colleges.

- B. The faculty also shares experiences with each other in workshops conducted by them by holding open discussions during the institutional meetings.

Action orientation

Providing constant feedback to the faculty by the head of the institution. The head of the institution provides constructive feedback to individual faculty and motivates them during staff meetings. The student teachers are given orientation of each task undertaken by the institution and their suggestions are also accepted by the institution. A suggestion box has been placed in the library and students are free to express their thoughts either in public or in private as some student teachers may hesitate to give open suggestions. The institution has a Grievance Cell to redress the grievances of the student teachers.

Training to build competencies

Providing opportunity to the faculty to teach at the Post Graduate level. Faculty members who have completed minimum requisite for undertaking post graduate lectures have been given the opportunity to teach at M.Ed. Education level.

Learner-centric approach

In order to develop a responsible and productive citizenry, general topics are given for self study and more of cooperative learning strategies implemented in the teaching learning process.

Year-round activity

- A. In order to develop, enhance, and improve the quality of student teachers, there is a need to have continuous Programs to bloom their personality. The institution conducts sessions in the morning during assembly wherein students read excerpts from 'The Speaking Tree' from the Times of India, other stories based on values or some significant incident which is important as a teacher. Tutorials, brainstorming sessions and feedback on essays are also some activities that go on throughout the year.
- B. The institution conducts co-curricular activities.

The main challenge of education is to meet contemporary regional and national needs and anticipate future social and economic development. With the issues of threat to national integration and lack of patriotism, it becomes the task of every institution to develop and instill national solidarity and patriotic feeling among students. Institution conducts Programs through curricular and co-curricular activities, like a Program on National Integration, where the student teachers dress according to Regional States and also depict cultural value. Thus the institution conducts various activities for student teachers spread over the year to imbibe values which will help in building their personality

CRITERION II

Teaching-Learning and Evaluation

Admission Process and Student Profile

1. Give details of the admission processes and admission policy of the institution?

Swayam Siddhi college of education is member of Maharashtra Vina Anudanit Sanstha Chalak Association, Pune, Maharashtra. The aspiring candidates have to clear the B.Ed. Common Entrance Test conducted by the Maharashtra Vina Anudanit Sanstha Chalak Association. The intake capacity of the college is 50 seats from the Academic Year 2015-16 (Till last year intake capacity was 100). The seats are filled by the Centralized Admission Committee.

2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The advertisement for the course is issued by the Maharashtra Vina Anudanit Sanstha Chalak Association. The college also advertises to facilitate the admission to B.Ed. and M.Ed. Programs. The date of availability of college admission forms, eligibility criteria and other relevant details are advertised through local newspapers and local cables operators. The same details are also displayed on the college notice board. The information related to the admission procedure is also given wide publicity through the practice teaching schools as well as schools situated in Bhiwandi and around kalyan.

The college organizes an Orientation Programme to provide constructive help to the aspiring candidates, wherein the student teachers are introduced and guided in a step-wise manner to the entire admission procedure. This orientation programme, conducted by the college faculties, also includes guidance sessions for student teachers for appearing for the CET.

The college office is prompt enough to answer various queries asked by the parents and student teachers regarding the CET, choice of methods and the entire admission procedure

3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The entire admission procedure is carried out on the basis of the guidelines issued by the Centralized Admission Committee which functions under the Directorate of Higher Education of the State Government. The following procedure is adopted.

The eligibility criteria are uniformly applicable to all students as per the Government guidelines.

An Admission committee is formed by the college which comprises of the following members :

The Chairperson is the Managing trustee

The Principal,

Faculty in-charge,

Two senior faculties and

The administrative staff.

The administrative staff in consultation with the faculty in-charge of admission scrutinizes the documents to confirm eligibility of the aspiring students prior to issuing the college admission forms.

All the relevant documents are scrutinized by the Admission Committee at the time of admission and are re-verified by the Centralized Admission Committee, Directorate of Higher Education at Pune.

The admissions are purely on the basis of merit as directed by the Government and the lists are verified and countersigned by the Centralized Admission Committee thus a transparency is maintained.

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

The admitted student teachers come from diverse religious, cultural, economic, linguistic backgrounds.

The academic year commences with an ice breaking session so that student teachers coming from diverse backgrounds get an opportunity to interact with each other creating a feeling of oneness.

To dilute religious as well as cultural diversity –

The college emphasizes on the celebration of days of national importance and festivals of all religious groups.

The college prayer highlights the oneness of all the religions and cultures.

The college has '*Sarva Dharm Prarthana*' as one of the unique and special features of the assembly conducted at the beginning of the day.

To help student teachers overcome the economic diversity –

The administration staff counsels the student teachers on various schemes of the Government and other Trusts for availing finances, free ships and scholarships. The student teachers are guided to fill up these forms which are then forwarded to the Trusts offering financial aid to deserving candidates and to the Department of Social Welfare. A regular follow up is done and the finances such obtained are then handed over to the respective student teachers.

The student teachers who find it difficult to pay the fees together are allowed to pay in installments.

The student teachers are given constructive feedback in order to improve their communication skills during pre-practice teaching sessions, simulated lessons and practice teaching.

Student teachers physically challenged are facilitated with the following efforts –

The peers are sensitized towards the problems faced by such student teachers and are encouraged to accommodate and assist them whenever they require.

They are allotted with practice teaching schools situated in the close vicinity of their residence.

During practice teaching they are allowed to conduct their lessons in the classes situated on the ground floor.

Those who have difficulty in conducting session standing are permitted to be seated while conducting the practice lessons.

Personal Counseling

In order to retain the students personal counseling sessions are conducted on one to one basis. The students are also groomed psychologically in case they require counseling of that kind. Every year the college forms a committee, '*Students' Counseling Committee*' under the supervision and guidance of the Principal. This particular committee prepares appropriate strategies to retain the students.

In addition to the above the college invites few of its successful alumni at the beginning of every academic year to conduct sessions and share their experiences with the student teachers of the existing batch. This is done with an intention to let the current student teachers learn from the experiences of the alumni as to how they have overcome all the barriers of diversities and have paved their way to success in their career.

The college motto is '**Care and Share**' and hence belief in the philosophy of 'We is greater than I' is always emphasized. This philosophy is translated into peer mentoring system wherein student teachers support each other with respect to academic and non academic work. The experienced faculties who understand the psychology of the student teachers are then encouraged to offer counseling to those with peculiar problems. Some of the steps the college has initiated are as follow:

To facilitate this, the college follows a unique policy. Each faculty is encouraged to adopt ten student teachers for providing personal guidance, mentoring and act as facilitator to them.

Provision is made in the time table and a time slot is allotted for each faculty to conduct meetings with their adopted student teachers where each faculty then counsels student teachers on one to one basis to solve problems pertaining to personal, family and academic arenas. Thus the student teachers coming from varied backgrounds are motivated and encouraged to complete their course curriculum successfully.

5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

To assess the student teachers' knowledge / needs and skills before the commencement of teaching programmes the college adopts the following strategies:

Orientation Session: During the orientation the student teachers are introduced to the teaching profession and the code of conduct required for the same. At the end of the orientation an interactive session is conducted which enables the faculty to assess the student teachers' attitude and interest towards the profession.

Ice breaking session: In the ice breaking sessions the student teachers are allowed to introduce themselves one by one which enables the faculty to assess their communication skills at one to one level and one to many level.

Workshops: Through the medium of workshops a series of tests are administered to analyze the emotional and moral intelligence and personality of the student teachers. A feedback regarding the same is provided to the student teachers.

Assessment of Computer Knowledge: The computer knowledge of student teachers is known through the data provided by them in the admission form which is then analyzed to place them in different computer training groups.

2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The institution believes that conducive environment is essential for learning and development of the students. Therefore, the institution has always striven to create

An environment where student teachers feel safe and supported,

An environment which fosters intellectual freedom and sense of creativity,

An environment which is physically and psychologically comfortable and flexible.

An environment where mutual sense of respect prevails.

An environment that stimulates and creates learner-centered activities.

An environment that has a place for feedback mechanism for fulfilling the expectations of student teachers.

The college organizes the following activities in order to create an overall intellectual, socio-cultural and emotional environment conducive to learning and development:

Assembly - The day in the college begins with an assembly comprising of a prayer followed by yoga, meditation, reading excerpts from speaking tree, value based stories. The first three days of the academic session begin with series of workshops on topics such as 'Know thyself' and Personality Development, followed by sessions spread throughout the year on topics such as:

Conflict management,

Self determination,,

Preparing CV,

Talks on Anti dowry,

Animal protection,

Building leadership styles,

Teacher profile,

Managing emotions,

The workshops to be conducted throughout the academic year are planned well in advance and are geared to aim at equipping the student teachers with innovative methods of teaching, technological and pedagogical competencies.

The practice that is followed during the classroom sessions where the student teachers are encouraged

To ask questions,

Share their opinions,

Give feedback and

Contribute their experiences during sessions.

Extensive tutorials are conducted towards the end of each term to tune them to the program curriculum.

College invites parents on open day to discuss about their ward's strengths and weaknesses.

Parent Teacher Association (PTA) has been formed and their opinions are sought to mobilize the community resources.

The 'remedial sessions' are conducted in the college for the student teachers who are unable to cope up with course curriculum.

the institution conducts the practice teaching sessions to develop global competencies through following measures

- Intensive guidance for their practice lessons
- Providing technological and print resources (ICT)
- Library facilities and
- Workshop on preparation of teaching aids.

To develop spoken skills the Institution organizes 'Speak Well Club'. The Language Lab in the Institution has various kinds of software also for this purpose. This enables the student teachers to enhance their academic and practicum performance.

Throughout the year various programmes are organized to tap the hidden talents and potentialities of the student teachers.

The college conducts talent search programmes like ,

- sports day,

- excursions, picnics,
- movie appreciation,
- celebration of festivals,
- food festival etc.

The institution has a lecture room that is infinitely flexible to accommodate a wide range of activities.

All the method rooms have windows and natural light in the room and they are multi-functional to accommodate a wide range of learning activities and different types of learning tasks.

2. How does the institution cater to the diverse learning needs of the students?

The institution adopts a multi-dimensional approach using different teaching strategies in order to meet the specific needs of learners.

The institution adopts the following strategies-

Enhance student teachers intrinsic motivation through
arousing their curiosity through use of multimedia,
using content and context that appeal to the learners,
encouraging student teachers to value their achievements.

Award is given as recognition to student teachers' performance in aspects other than academic achievement, e.g. sports, dancing, poster making, and other co-curricular activities etc.

The institution adopts different forms of classroom organization e.g.

- variations in grouping, (Small and Big)
- whole-class setting and seating arrangements
- Practical's (educational psychology and science practical's)
- Workshops and Seminars
- Use of ICT Lab

To address the needs of student teachers with different learning styles, the faculty makes diversified use of learning materials, such as audio, visual, printed, graphic representations and texts, etc. The faculty makes use of a spectrum of intelligences and makes sensory experiences to tap the different potential of student teachers.

The faculty restructures activities so that student teachers are able to explore, explain, extend and evaluate their progress by simplifying the content of available teaching and learning materials.

Thus the institution uses a multi-modal approach to cater to diverse learning needs of the student teachers i.e. providing information through all of the senses - visual, auditory, tactile and kinesthetic.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

The strategies and programmes followed by the college as discussed earlier in 2.1 - 4 and 2.2 - 1 are a broad line of activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process.

The student teachers receive exhaustive training in co-operative learning strategies which are implemented by them during practice teaching to create an inclusive classroom environment.

The college has initiated the use of simulated lessons incorporating life skills education. The college strives to provide a variety of field experiences to the student teachers by allotting schools with first generation learners as well as learners with special needs for the purpose of practice teaching.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

a. The teachers are appointed according to the qualification prescribed by UGC, NCTE, and Maharashtra Government. For this purpose, interviews are conducted by the experts from Govt. & Universities.

b. The institution during appointment of teachers select the teachers with higher qualification, higher percentage, having command over the subject.

c. Faculty development programmes are organized, to acquire knowledge, skills and values.

d. Faculty members are also sent to attend seminars, workshops, conferences, extension lectures in other institutions.

e. Teacher educators demonstrate model lessons in the classrooms in their respective subjects.

f. Teacher-Educators are encouraged to use variety of methods of teaching.

further The teachers – educators; knowledge- ability is assessed through the following:

- The teacher educators follow the principle of being 'Life Long Learners' and this is reflected in the numerous in- service certificate ,diploma and degree courses undertaken by the teacher educators to endow themselves with requisite and relevant knowledge for creating teachers of highest caliber. The details of the same are mentioned in Criteria III, 3.1(4).
- The college insists the teacher educators to enhance their technological skills by providing flexibility and freedom to take technology related courses..The college provides a technical support to the teacher educators to technologically enhance their educational transactions by equipping each classrooms of the college with Over head projector, Liquid Crystal Display projector and internet facility.
- The authorities of the College Management put emphasis on the use of ICT in the classroom teaching-learning process.
- ICT competencies of the Teachers – educators are important criteria for the selection of the teacher – educator.
- The teacher educators are provided unconditional and wholehearted support to initiate any novel instructional strategies. The college has initiated the paper on Inclusive education as part of the options offered to the student teachers which is an indication of total support extended to the faculty to cater to the diverse student needs.
- A unique feature of the college is the 'Intellectual Sharing' sessions which are biannually, at times triennially, conducted. These sessions provide a platform for the teacher educators of the college to share amongst themselves their most effective classroom practices and the competencies acquired by them.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

The educational and the psycho-social strategies and programmes adopted by the college as mentioned in 2.1 – 4 , 2.2 -1, 2.2 -3 display the institution's sensitivity

towards diversity. In addition, the college organizes the following programmes:

- Educational visits of the student teachers and teacher educators to centers of special education for sensitizing and creating an awareness of the needs of the special children,

• Annually hands on workshops on

- Core Elements,
- Life Skills Education,
- Models of Teaching,
- Multiple Intelligences,
- Cooperative Learning Strategies,
- Diagnostic testing and Remedial teaching,
- Developing Creative Techniques,
- Environmental Education through Mythology,
- Instructional Games,
- Instructional material,
- Evaluation techniques,
- CAI packages and Self Learning techniques such as SQ4R are conducted.

The institution as a part of the Computer Training provided by the faculty disseminates training in Website designing using various sources such as text, images, audio, video to cater to the multiple learning styles of the school students such training programme is one of the unique features of the college.

The college in collaboration with NGO's such as Akansha and Assema make provisions for the student teachers to get an exposure to teaching street children from various parts of Mumbai.

2.3 Teaching-Learning Process

1. How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

Active learning is an essential part of B.Ed. In order to make the students active in teaching learning process, the teaching is made student- centered by using question answer device,

assignments and seminars etc. The teaching programme schedule and methodologies are planned and organized in advance so that the objectives could be achieved.

Library:

There is a well equipped library for students and teachers. There is a spacious reading room. Students are motivated to spend time in reading books and other reading material available in the library. The college students are issued library cum identity cards to get books issued from the library. Qualified library staff remains available to guide the students. The students are given assignments and encouraged to collect information from different books. Moreover, library is also used by the students to participate in various academic activities like quiz and creative writing and other competitions etc.

Individual Projects:

Project based assignments are given to student in each and every theory paper. In various crafts like-computer craft, gardening, art craft, working models they are assigned individual projects.

Simulation:

Before teaching practice each student deliver six lessons in their respective teaching subjects in simulation. During teaching practice where there is a holiday in teaching practice school, the simulation is done in the institution.

Peer teaching:

Every student delivers the required number of lessons based on micro-teaching skills in front of their peers as per the university syllabus.

School Experience Programme:

Students are sent to different schools for practice teaching programme in two phases. First in the month of Oct - Nov and then in the month of Dec. - Jan. During teaching practice they give lessons and during Internship of 15 days duration they take up all the duties expected from a regular teacher. The students have to arrange assembly, experiment psychology, exhibition and a function in the school as per syllabus and participate in other school functions

How 'learning' is made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self- management of knowledge, and skill development by the students?

In order to make learning student-centered the institution provides to the student teachers:

Meaningful, learner-centered experiences,

Opportunities to touch, manipulate, and experiment,
Opportunities to ask questions, solve problems, and think independently,
Extensive talking, reading, and writing,
Opportunities to make decisions and to be creative,
Respect and trust for each other or other learner,
Opportunities to learn from mistakes,
Integration of content areas,
Assessment as part of the daily routine.

The college encourages the teacher educators to supplement the lecture method of teaching with learner-centered teaching methods such as symposium, workshops and seminars on topics related to the theoretical components. Besides these the teacher educators regularly use the following participatory learning methods to enable the student teachers to develop their skills and self manage their knowledge.

Brainstorming

Computer Assisted instruction (CAI)

Concept Attainment Model (CAM)

Cooperative Learning Strategies

Different methods of Self Study

Discussion

Seminar

Workshop

Dramatization

Field trips

Inquiry Training Model (ITM)

Team Teaching

Simulation

Mind Mapping/Concept Mapping

Inductive thinking model

What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

The college always tries to fulfill its quest for excellence in the form of encouraging the teacher educators to attend session on innovative instructional strategies and practice the same in college. The following are the various instructional strategies which has been developed and practiced by the college teacher educators:

Environment Education through various methods including Mythology,

Mind mapping,

Cooperative Learning Strategies,

Designing Instruction using Games

Providing Aesthetic Learning Experiences through Dramatization.

The afore-mentioned techniques of teaching and learning are practiced by the teacher educators of SSMS College of Education with the student teachers. The same techniques are also practiced by the student teachers in the school teaching.

The details of the techniques of Cooperative Learning Strategy and Collaborative Learning practiced in the college are as follows:

PAIR READING:

Pairs of students work together in this strategy.

First, both students read the same section from text or facilitator provided materials.

One student explains a single paragraph or short section of the text to his or her partner.

The partner listens and then asks questions if he or she does not understand the explanation.

The listener then rephrases the explanation.

The students alternate roles of explainer and listener until they complete all the material.

When the entire class has completed the exercise, groups of students are asked at random to explain the material to the whole class. This serves as a check to make sure the students do indeed understand the material they are reading.

2. THINK-PAIR - SHARE/THINK- PAIR- SQUARE

Involves a three step cooperative structure.

The teacher presents a situation which reflects conflicting values or a problem

During the first step individuals think silently about the situation posed by the teacher

Individuals pair up during the second step and exchange thoughts.

In the third step, the pairs share their responses with other pairs, other teams or the entire group.

A modification of this would be to use four students, form square and repeat the above steps.

3. Collaborative Learning:

Involves three steps structure.

The facilitator introduces the topic and divides the students in accordance to number of subtopics.

A subtopic is distributed to each group.

The group is given the task of analyzing and understanding the subtopics and citing examples related to the same.

New groups comprising of one student from each previously formed groups are formed.

The new groups thus formed will have students who have learnt different sub topics.

The members of the new group learn different subtopics from each other.

The facilitator summarizes the entire exercise

4 Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

The theoretical aspect of the B.Ed course curriculum includes topics such as Concept Attainment Model, advance organizer, inductive thinking model, role play and Inquiry Training Model. The

practicum aspect of the B.Ed course curriculum requires the student teachers to give one simulated lesson using any one of the Models of Teaching.

The college stresses the belief that effective teachers do not use the same set of practices for every lesson, instead, what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and, then adjust their practice accordingly. To accomplish this it is imperative to ensure that the student teachers are equipped with conceptual and practical base of varied instructional strategies.

Hence the student teachers are provided comprehensive conceptual and practical training in all the above mentioned Models of Teaching. The college faculty encourages the student teachers to make relevant use of the Models of teaching while executing their practice lessons thus illustrating the interrelationship of the theory and practicum.

Do the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

As a part of the pre practice teaching session the college provides focused training in use of Micro Teaching Techniques for developing teaching skills. The following are the Micro Teaching Skills practiced and mastered by the student teachers:

- Skill of Questioning
- Skill of Probing Questions
- Skill of Illustrating with Examples
- Skill of Set Induction
- Skill of Explanation
- Skill of Stimulus Variation
- Skill of Using Chalkboard
- Skill of Integration.

The minimum requisite of the B.Ed revised course is that every student teacher has to master four skills via eight lessons of teach and re-teach. Besides these the student teachers have to practice the skill of Integration as a part of compulsory bridge lesson.

But the college makes an earnest effort to conduct sessions on more than the requisite number of skills. These sessions which include explicit teaching and demonstrations provide maximum

exposure to the student teachers to utilize as many skills as possible in simulated and practice teaching lessons.

Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

The training of the student teachers in the practicum commences with pre practice sessions as described in the previous question 2.3-5. The pre- practice teaching sessions provide ample opportunities to the teacher educators to observe the capabilities, potentialities and teaching competencies of the student teachers and also gather information about their place of residence. Based on this data the group of hundred students is divided into sixteen school groups comprising of six to seven students of mixed ability and methods. Each teacher educator is nominated the faculty in-charge of one to two schools and has the responsibility of initiating the allotted school group to the practice teaching sessions. This is done by providing in depth information about the process of practice teaching, manner of preparing the school group practice lesson timetable and the etiquette and politesse to be maintained while interacting with various members of the school. Each faculty in charge of the group also has the responsibility of introducing the student teachers of the allotted school group to the school Principal and the school teachers.

As per the guidelines received from the school Principal or the school Supervisor the student teachers prepare the school group practice lesson timetable and collect units to be taught in their respective methods from the school teachers. The student teachers in consultation and guidance from the concerned guidance method masters prepare a lesson for the unit and then under the supervision of the teacher educator gives practice lessons in schools.

A student teacher usually gives one lesson per day but under special circumstances such as absence of a student teacher, members in the group may give two lessons. The teacher educators observe 8 -10 lessons per day. The student teachers of the Practice teaching school group and student teachers from other school groups come to observe lessons. School teachers also observe the lessons of the student teachers and provide beneficial feedback to the student teachers.

To ensure the excellence in quality of teachers, at the end of every lesson the teacher educator gives individual oral and written feedback to the student teachers and also a general feedback about the overall performance of the group, tips for enhancing their performance. The peer group members also give feedback and suggestions to each other with respect to areas of improvement. The student teachers also obtain/seek feedback from the school teachers.

After the completion of the lesson the student teacher is expected to share the feedback with the guidance teacher educator and incorporate the same while planning for the future practice teaching.

6. Describe the process of Block Teaching / Internship of students in vogue.

The Internship Program of the institution is an initiative to build the capacities of student teachers by providing them with an opportunity to gain practical work experience related to functioning of schools. The internship program is a wonderful opportunity for mutual learning. The ideas and experiences, which the interns bring with them add value and strengthen the capacities of the student teachers.

Internship: The student teachers after completion of practice teaching are sent for internship of one week wherein the student teachers spent the entire day in the school assisting teachers for organizing various activities of the school, preparing teaching aids, conducting proxy periods, observing records, conducting assembly and doing any task allotted by the school teaching personnel.

Block teaching: After orientation to lesson planning and practice in preparing lesson plans the student teachers are sent for practice teaching to various schools. Student teachers are sent in two batches for practice teaching. The hundred student teachers are according to their roll call are divided into two batches of fifty students each. One batch of fifty student teachers conducts their practice teaching sessions on Mondays and Tuesdays while the second batch of fifty student teachers has small group theory sessions in the college. The arrangement is reversed on Thursdays and Fridays with the group of student teachers who were attending the small group theory sessions in the college on Mondays and Tuesdays go for practice teaching and vice versa.

The guidance sessions for the student teachers take place on Wednesdays and Saturdays. The student teachers are encouraged to prepare and submit their lesson plans in advance to their respective guidance teachers.

7 Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

This practice teaching is a collaborative work of the school staff and mentor teachers. The institution has adopted a system of collaboration, co-operation and shared responsibility in the best interest of the student teachers.

The practice teaching lesson plans are developed in partnership involving the school staff and the mentor teachers. The school teachers assign a unit to the student teachers, at times recommend a particular methodology that can be adopted, particular teaching aids to be used, inform about previous knowledge of school students, level of school students, differently able students in the class, evaluation to be carried out or evaluation sheets to be prepared, revision to be carried out. The student teachers then discuss all these points with the mentor teacher and prepare a lesson plan, take guidance from mentor teacher and again discuss with the school teacher if need arises.

The practice lessons thus executed are also observed by the school teachers who provide feedback to the student teachers regarding areas of improvement.

8. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

The preparation of the student teachers to cater to the diverse learning needs of school students involves the following:

Workshops by experts providing insight into the varied learning styles of school students and the subsequent teaching styles to be adopted by the teacher.

Workshops on Multiple Intelligence and designing of instruction incorporating the Multiple Intelligences.

Provision of training in Cooperative Learning strategies through a Certificate program on the same.

Empowering the student teachers through the regular B.Ed curricula about the prerequisite of a learning environment catering to diverse learning needs of the school students in the following manner:

Classroom structure (e.g., rules, schedules, procedures, routines, positive and negative consequences)

Environmental structuring and supports (e.g., visual prompts and cues, seating arrangements, work areas to increase production and accommodate diverse learning styles, organization of materials, structuring for movement within the classroom)

Modeling, practicing, and reinforcing behavioral expectations critical teacher behaviors (e.g., providing students with positive attention, feedback and reinforcement; proximity and movement; communication styles with students)

Motivating students through classroom positive reinforcement, classroom management; and encouraging/reinforcing cooperative, positive student behavior.

Moreover the student teachers also model the strategies followed by the college faculty to cater to diverse learning needs of the student teachers. The same has been described in question 2.1-5, 2.2-1, 2.2-3 and 2.2-5.

9. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

To encourage student teachers to use / adopt technology in practice teaching, the college organizes a session at the beginning of the year on Instructional material and their application, demonstrating and exhibiting the use of various instructional materials. During the session student teachers are also informed about how to prepare software for future use.

Teacher educators believe in practicing rather than preaching and hence all the teacher educators use variety of instructional materials or learning resources in the form of technology in their sessions and regular lectures.

Even during guidance for practice teaching the teacher educators ensures that the student teachers use technology wherever required and wherever available, give guidance on preparation of slides, transparencies and other instructional material. The student teachers are encouraged to use both offline and online resources for reference for their practice lessons.

Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

The teacher educators collaborate with school teachers to provide for appropriate time frame for conducting the practice teaching lessons. During practice teaching and internship student teachers and teacher educators interact with the school teachers and school Principals to seek information about the various teaching, learning and evaluation methodologies followed in the schools. An earnest attempt is made by the teacher educators to guide and enable the student teachers to implement the same in their practice lessons. The student teachers are also encouraged to approach the school teachers for productive feedback on the practice lessons conducted.

The institution encourages the teacher educators to better their collaboration with the schools by undertaking the task of judging Ward level Science Exhibitions. Such initiatives provide an excellent vista to the teacher educators to be abreast with recent developments in their respective discipline as well in pedagogy.

2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The ratio of the practice teaching school to the number of student teachers allotted to the same is 1:7. The decision for assigning schools to student teachers for practice teaching is taken on the basis of proximity of the schools from the student teachers residence, qualifications of student teachers and the methods of the student teachers.. Also while allotting standards for practice teaching the previous teaching experience of student teachers is considered.

During microteaching and simulated lessons the teaching faculty makes a note of communication skills, language skills, content knowledge, and class management skills possessed by the student

teachers. These observations made by the faculty are utilized for assigning the student teachers to various schools for practice teaching.

Utmost care is taken to allot students of different methods to every school group so as to facilitate the school in smooth allocation of the teaching periods.

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

The various areas in which feedback is given are as follows:

Lesson feedback: The student teachers are given both verbal and written feedback after completion of micro lessons, simulated lessons and practice teaching lessons. During practice teaching the suggestions given by the teacher educator are then incorporated in the next lesson with the help of guidance teacher.

Essay feedback: After every essay the student teachers are given verbal feedback as well written feedback on the essay which are incorporated during next essay or while writing answers to the questions in the terminal examination.

Examination feedback: After the correction of papers of terminal examinations verbal feedback is given to individual student teachers and written feedback is given in the form of comments on the answer sheets. The Principal gives intensive individual feedback to the student teachers after the every terminal examination.

Co-curricular activities feedback: Feedback is also given for improvement in nonacademic areas such as assembly, dance, drama, singing and debates to motivate the student teachers and help them improve their future performance.

How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

During the period from December to March, the college organizes for campus orientation wherein schools following different board patterns such as SSC, ICSE, and CBSE orient the student teachers with respect to the teaching strategies, techniques adopted in their respective schools, delivery of the lessons, information about the evaluation pattern followed in schools, work load, preparation of worksheets, techniques for inclusive classrooms, service conditions with respect to salary, leave, facilities available in school, and PTA organizations in the school.

The college ensures that the library updates itself on books on school service codes and service conditions.

During lectures, especially through the subject of Educational management student teachers are acquainted to the various rules, regulations and facilities provided in different types of schools.

The institution invites eminent Alumni to talk about government policies, leaves, registers, code of conduct followed by SSC board, objectives of different boards, and characteristics of Indian and International Education. The college also has facility for bulletin board where policy directions are displayed.

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The teacher educators are encouraged to attend workshops, seminars, conferences updating, enriching them in areas such as innovative methods of teaching and learning, research methodology, human, women and child rights, peace education, gender sensitization, and inclusive education.

At time experts are invited from various fields such as science, sociology and management to give talks, conduct workshops in college for the benefit of teacher educators and student teachers. During practice teaching, teacher educators and student teachers interact with Principals, staff of the schools to acquire knowledge about the development in school subjects and teaching methodologies. School teachers are invited to observe practice lessons so that they can give their valuable suggestions to student teachers which can be incorporated by them.

In this era of ICT lot of information is disseminated on the websites, the student teachers are guided to identify and use authentic sites for acquiring knowledge on recent trends in education and for transacting their practice teaching lessons.

What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The major initiatives of the institution in ensuring personal and professional development of the teacher educators have been described in 2.2-4. Besides the initiatives mentioned, the college ensures that all the circulars from different organizations about workshops, seminars, conferences, talks, various courses, orientation, and refresher courses are circulated among staff members. The faculty interested in attending any of the programmes is free to communicate the same to the Principal and accordingly flexibility with respect to time and schedule is provided to the said teacher educator.

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

The college follows the philosophy that if the members of the institution have to be successful and satisfied with the work that they are doing in the institution then both intrinsic as well as extrinsic motivation needs to be provided. The college provides the same in the following manner:

The Principal takes initiative in organizing the celebrations of faculty's efforts in ensuring successful accomplishment of the vision, mission and goal of the institution.

The Principal also disseminates the accomplishments of the faculty through her interactions with the student teachers, alumni and other stakeholders of the institution.

The Principal of the institution along with the management provides a proactive environment by appreciating the work done by the staff members during LMC meetings.

The birthdays of every teaching and non-teaching staff is celebrated.

The Principal creates an amicable atmosphere by organizing refreshments for the staff members to welcome them for the new academic term, during the staff meetings at the term end.

2.5 Evaluation Process and Reforms

**How the barriers to student learning are identified, communicated and addressed?
(Conducive environment, infrastructure, access to technology, teacher quality, etc.)**

The barriers to student teachers learning are identified through essays, group discussions, group activities, microteaching, and interaction with individual students and with the group. Also the college has a grievance committee comprising of two senior faculty. The student teachers having any kind of grievance can approach this committee who give a patient hearing and try to solve problems of student teachers. The college maintains a suggestion box in the library where student teachers can even drop their suggestions. The suggestions are then taken up to the Principal. Barriers identified are - language barriers, problem in coping with the array of activities of the B.Ed course.

The barriers to student teacher's learning are then communicated to senior faculty and Principal. In consultation with the entire faculty the Principal then devises and implements strategies for overcoming the barriers to learning.

The various strategies used to overcome barriers to student teachers learning are mentoring, buddy system, tutoring, brainstorming, remedial teaching and counseling.

2. Provide details of various assessment /evaluation processes (internal assessment, mid term assessment, term end evaluations, external evaluation) used for assessing student learning?

The college has to follow the examination pattern set up by the affiliated University i.e. SNDT University Mumbai. Till the academic year 2014-15 the pattern which was followed was as follows:

The examination for B.Ed course consists of two parts – Part A Theory and Part B Internal Assessment both carrying a weightage of 500 marks each. The Part B or Internal Assessment comprises of the following components:

I) Years work in the form of two terminal examinations and ten essays.

II) Practicum in the form of

Attendance at Demonstration Lessons

Teaching practice of not less than 20 lessons distributed over different standards from VIth to XIIth of recognized Secondary and Higher Secondary Schools/Colleges selected by the Principal as practicing School/College. In addition to these 20 lessons, there will be i) 4 compulsory micro teaching lessons and one integrated (bridge) lesson ii) 6 simulated lessons. (4 simulated lessons from Role play, Games, Models of Teaching, Creative teaching etc and 2 simulated lessons in Computer assisted presentation mode.)

Unit planning, Preparation of Unit Test, Administration of Unit test, Scoring and Marking in any one of the Special Method.

Observation of minimum 5 Lessons.

Participation in Seminar/Paper presentation in any one of the theory paper.

Four tutorials

An internship of 12 working days preferably in the second term.

A research based Project Work conducted on any topic in Education.

Participation in Social Service/Community Work

Case study of a child

Two field trip reports

From the academic year 2015-16 the new pattern has been introduced which is as follows:

Structure of Two year B.Ed. Program

Faculty name: Education, Program Name: B. Ed. (Two Year duration semester Pattern) 2015-17

Semester I						
No	Titles of the Courses	Total Hours	Cr	Internal (Assignments on theory)	External (University Exam)	Total Marks
	Perspectives in Education					
1	Childhood and Growing Up	60	4	25	75	100
2	Language across the Curriculum	60	4	25	75	100
	Pedagogic courses and practicum					
3	Understanding Discipline and Subject and its pedagogy (Subject education I)	60	4	25	75	100
4	Understanding Discipline and Subject and its pedagogy (Subject education II)	60	4	25	75	100
	Courses on Enhancing Professional Capacities (EPC)					
EPC I	Reading and Reflecting on Texts	60	2	50		50

EPC 2	Practicing for constructivist teaching-learning	60	2	50		50
	TOTAL(Theory +Practical)	360	20	200	300	500

Semester II						
No	Titles of the Courses	Total Hours	Cr	Internal (Assignments on theory)	External (University Exam)	Total Mar ks
	Core Courses					
5	Contemporary India and Education	60	4	25	75	100
6	Learning and Teaching	60	4	25	75	100
7	Assessment for Learning	60	4	25	75	100
	Courses on Enhancing Professional Capacities (EPC)					
EPC3	Drama and Art in Education	60	2	50		50
	Engagement with the Field					
EWF 1	Practice teaching & Internship	180	6	150		150
	TOTAL(Theory +Practical)	420	20	275	225	500

Semester III						
No	Titles of the Courses	Total Hours	Cr	Internal (Assignments on theory)	External (University Exam)	Total Mar ks

	Core Courses					
8	Knowledge and Curriculum	60	4	25	75	100
9	Creating an Inclusive School	60	4	25	75	100
10	Critical Understanding of ICT	60	4	25	75	100
	Engagement with the Field					
EWF 2	Practice teaching & Internship	180	6	150		150
	Enhancing Professional Capacities					
EPC 4	Research Project	60	2	50		50
	TOTAL(Theory +Practical)	420	20	275	225	500

	Semester IV					
No	Titles of the Courses	Total Hours	Cr	Internal (Assignments on theory)	External (University Exam)	Total Marks
	Core Courses					
11	Gender, School and Society	60	4	25	75	100
12	Optional Courses: Peace and Human Right Education/ Guidance Counseling/Sustainable development/ Education	60	4	25	75	100

	Engagement with Field					
EWF 3	Practice teaching & Internship	120	4	100		100
	Courses on Enhancing Professional Capacities (EPC)					
EPC 5	Understanding the Self	60	2	50		50
EPC 6	Learning to use computer in education (Computer Project)	60	2	50		50
EPC 7	Seminar	30	1	25		25
EPC 8	Educational Visit	30	1	25		25
EPC 9	Preparation and submission of a port folio	60	2	50		50
	TOTAL(Theory +Practical)	480	20	350	150	500

The college conducts twenty essays to give maximum practice to student teachers in writing answers to question for preparation of the final theory examination conducted by the University.

3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The evaluation outcomes are communicated to the student teachers though individual oral and written feedback after every microteaching simulated and practice lessons. Also individual oral and written feedback is given after open book assignment, every essay, seminar presentation and terminal examination. The college Principal also gives individual feedback to the student teachers after the terminal examinations.

To improve the performance of the student teachers, the college organizes for individual counseling, mentor groups, brainstorming, tutorials, and remedial teaching sessions.

To improve the curriculum transaction regular staff meetings are held wherein the evaluation outcomes of every activity are discussed and suggestions are taken from the staff members to bring in modification in the transaction of the curriculum. A final decision is then taken by the Principal in consultation with the staff to use a new strategy for continuous improvement in the performance of the student teachers. The new strategy is then implemented and then reviewed again for its effectiveness in the next staff meeting.

How ICT is used in assessment and evaluation processes?

The college uses electronic methods in the assessment and evaluation process. The computerized records of the performance of student teachers in the practicum and theory of B.Ed course is maintained in MS EXCEL software. Computers and video records are used for collecting different kinds of records of student teachers' work.

ICT is used in assessment and evaluation in the following ways-

ICT is used to create output which is then assessed 'traditionally'.

ICT has enabled new forms of output for assessment (PowerPoint and video)

ICT is used to support teachers in traditional assessment (more efficiently, more accessibly)

ICT is used to making exemplar assessment available, supporting learners and improving consistency of marking

ICT has automatised assessment.

ICT has facilitated new forms of assessment (i.e. self-assessment of performance through video).

ICT is used to record assessment data.

2.6 Best Practices in Teaching -Learning and Evaluation Process

Detail on any significant innovations in teaching/learning/experiences introduced by the institution?

The institution has introduced significant innovations in teaching/learning process.

The significant innovations are:

Mind Mapping/Concept Mapping. is used as tools for brainstorming and has facilitated thinking visually.

Online resources and in-class presentations are encouraged. Multimedia is accessed and integrated into lectures, class discussions, and outside class for assignments. Student teachers make multimedia presentations for seminars. Some student teachers integrate this video within a PowerPoint presentation.

Simulations and "Games" - are used by faculty to fully engage student teachers in lectures and develop decision making and other skills.

The Teaching and Learning Blog - Some faculty have created blogs to encourage more thoughtful reflection, analysis and self-expression.

E-library- The institution has CD ROMs

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

Since any teaching and learning environment requires effective engagement and interaction at a number of levels, the ability to reflect on what we are doing and why we are doing is crucial to any form of learning.

Reflection takes around the common themes addressed in the innovations such as

Was there an increase in student engagement because of the use of innovation?

Did it encourage active learning?

Did it encourage critical thinking?

Did it enable student teachers to share their analyses and reflections?

Did it build student teachers' self-expression and dialogue skills?

Did it support collaboration?

Did it enable student teachers to apply concepts and gain "hands on" experience?

Did it make content relevant and "real"?

Did it provide individualized support and feedback to learners?

Did it bring a large and varied quantity of multimedia into classroom presentations?

Was there a balance between knowledge dissemination and construction of knowledge?

A fair degree of formative evaluation of student teachers' learning and regular feedback from stakeholders is obtained to reflect on the best practices. The reflection takes place in the frequent staff meetings, IQAC meetings and informal discussions between the faculty and the principal.

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RESEARCH CONSISTENCY AND EXTENSION

3.1 Promotion of Research

1. How does the institution motivate the teachers to take up research in education?

- Teachers are given study leave for pursuing their research degrees if they apply for Study Leave for Research.
- The management regularly organizes expert sessions, workshops, training programs for faculty members to take up research projects.
- Adjustment in teaching schedule is allowed and flexibility in their teaching schedule is permitted for their research activities.
- Providing secretarial support such as accessibility to computer lab, internet facility, typing assistance and other facilities to those who have registered for Research studies.
- Teachers without Ph.D. degrees have been encouraged to register for Ph.D. programme.
- The Teachers who complete the research degree are given lucrative increment.
- Usage of library is encouraged.
- Journals related to Research have been subscribed.
- Teachers are encouraged to participate in research related seminars/conferences/workshops.

2. What are the thrust areas of research prioritized by the institution?

Area of Research is exclusively a matter of personal interest. Selection of topics depends on the researcher's own interest like philosophy, psychology, sociology, technology, school - subject, administration and management, system of evaluation, attitude, Aptitude, achievements etc., As part of our curriculum, the student teachers conduct case studies and action research. The action research is directly related to the problem faced by the school students and in the administration of the schools. The teacher trainers take steps and give suggestions to solve the problem.

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Action research is one of the optional papers the institution offers to student teachers with a view to encourage action research. Research project is also a part of practicum in B.Ed syllabus. Encouraging student teachers to take up small action research projects related to relevant educational problems has been an area of prime emphasis in the institution. The entire faculty helps the student teachers in selecting the topics and provides useful guidance to the student teachers belonging to their respective research groups.

Action research is focused on the immediate application and not on the development of theory, or upon general application. The emphasis in action research is on a problem here and now, in a local setting. Its findings are evaluated in terms of local applicability, not in terms of universal validity. Our purpose is to improve school practices and at the same time, to improve those who try to improve the practices.

The goal of our institution is:

- Identification of a problem
- Defining the problem
- Listing of probable causes
- Formulation of an "Action Hypothesis"
- Testing of hypothesis
- Action programme
- Conclusion
- Follow up

The major outcomes and the impact of these action researches are as follows

- The student teachers have been conversant with the various aspects of action research which equip them adequately for their future role as full fledged teachers. This also provides them an insight as to how to handle the day to day classroom tribulations.
- Over the years the student teachers of the institution have given widely acclaimed performances in the Intercollegiate Research Festivals organized by the University of Mumbai.
- Some of the student teachers have carried their action research projects forward for their further research as a part of their higher studies after leaving the institution.
- The different action research projects not only had impact on student teachers but also on the teacher educators of the institution. Projects and themes for seminars. Action research has developed research orientation of both the faculty and the student teachers.

2. Give details of the Conference / Seminar / Workshop attended and / organized by the faculty members in last five years.

The faculty is encouraged to participate in important conferences / seminars / workshops and also to organize the same in their fields of expertise.

Twenty workshops have been organized by the faculty members.

3.2 Research and publication output

1. Give details of instructional and other materials developed including teaching aids and / or used by the institution for enhancing the quality of teaching during the last three years.

The faculty members of the institution have been constantly engaged in developing various instructional materials for enhancing the quality of teaching in the institution. The various instructional materials developed have been in the form of:

- ❖ **Multi Media Package** - The faculty members have been constantly preparing power point presentations for their lectures and workshops.
- ❖ Faculty uses different teaching aids to enhance the quality of teaching in the classroom like newspaper cuttings, magazines, handouts, games, puppet shows, psychological tests, charts, audio-video recordings, case studies, maps, models, science equipments, movies and slide shows.
- ❖ Important sessions conducted by experts and teacher educators are recorded and maintained for future access.
- ❖ **Psychological laboratory** -The institution has been continuously working towards updating its psychological laboratory and has been equipping it with latest psychological tests and equipments.

2. Give details on facilities available with the institution for developing instructional materials.

- ❖ The institution has a technologically enhanced computer lab with all the latest equipments, which includes twenty-five computers with multimedia facility and latest software, printer, scanner and internet facility.
- ❖ The institution has a technology cell well equipped with teaching tools, teaching accessories, other stationeries and necessities needed for preparing and using instructional materials. These include video recorder, tape recorders, transparencies, cassettes, television, OHP, LCD, DVD player, CD players, slide projector, display screen, and boards of different types

3. Did the institution develop any ICT / technology related instructional materials during the last five years?

- ❖ The faculty of the institution has developed two CAI packages (Geography and Mathematics) for a minor research project funded by UGC, New Delhi.

- Since last few years, students are indulged in use of increasingly advanced digital methods through projects in various fields like life science, medicine, engineering and study materials.
 - Several workshops are planned in order to improve digital understanding by using digital programs for solving problems. The students involved were given hands-on training that have been given in order to give good grasp of digital skills in various subjects in their respective methods.
 - From the year 2018-19, generation of new I.T. packages and various applications in the practical work of B.E. & B.Tech has been made mandatory up to 20% of the University Minimum. A team of faculty facilitates the generation of new I.T. packages with the present good applications. Faculty participation / Co-ordination amongst colleges is made available in the student workshop in order to enhance students' self development of their packages.
4. Give details on various training programs and / or workshops on selected developments (with instructional and other material).

The institution recognizes the importance of training programs and workshops in the overall progress of its faculty and the student teachers. The institution has therefore, consistently not only encouraged its faculty resources to organize various training programs and workshops on material development in the institution but has also motivated them to attend the same organized by reputed institutions. The details of the same are given below.

Organized by the institution:

- The faculty members have developed material according to the guidelines of the Government of Maharashtra for aspiring B.E. & B.Tech students appearing for C.E.T. Exams.

- The institution conducts special workshops to guide the student teachers regarding preparation of effective curriculum vitae which benefits them at the end of the course for securing suitable jobs.
- The faculty members conduct special training workshops for developing different research trends in order to provide an in-depth knowledge of research and prepare the student teachers to handle independent research work as future teachers.
- prepare a power point presentation based on any topic from the school subject.
- Department of Educational Technology: Since past three years the college has established a collaborative relation with the Department of Educational Technology, SNDT Women's University, Mumbai. This department conducts a two year MET-CA programme. The MET-CA students conduct workshops on various relevant and new topics for the student teachers of the college. Also the MET-CA students conduct their researches with the student teachers as their subjects. Such symbiotic interaction has enabled both the institutions to grow, develop and innervate.
- The institution is planning to conduct Training Programmes / Workshops/Certificate courses for student teachers and teacher educators on Human Rights, Cooperative learning strategies, Instructional Design and E-learning, Research Methodology, Web-Design, Photoshop and Calligraphy in the coming academic year.

Training provided to the faculty:

- It is mandatory for the faculty to attend the workshops conducted by their peers so that everyone is benefited by the expertise of the other.
 - The institution also invites experts to conduct workshops for the student teachers as well as for the teacher educators every year in order to hone their skills.
- 5 Give details of the awards, honors and patents received by the faculty members in last five years.**

Recognition has come in many ways to the institution over the past five years. Many of the faculty has brought laurels to the institution by earning accolades for their performances and achievements.

- Two of the faculty members Uddhav K. and Vikas S. have qualified NET/ SET examination
- One faculty members have received recognition for teaching at Post Graduate level from the S.N.D.T University Mumbai,
- One faculty member Seema Partole haws registered for PhD,
- Sanju Yadav madam has qualified Ph.D. entrance test conducted by University of Mumbai in the year of 2015 and she is writing a research project.
- The principal of the college has several publications to his credit. He is also research guide.

3.3 Consultancy

1. Did the institution provide consultancy services in the last five years? If yes give details....
 - Faculty members are nominated by S.N.D.T women's University Mumbai, as members of Local Inquiry Committee
 - Faculty members have been providing consultancy services in the form of experts on the Selection Committee of different institutions for the appointment of lecturers, placement of lecturers in Senior Scale/ Selection grade,
 - Consultancy is also provided to the alumni/school/college teachers/teacher educators by conducting sessions/
 - One faculty member is one the Adhoc committee of guidance and counseling Department S.N.D.T women's university ,
 - Faculty member is guide for M.Ed in Dept. of Education S.N.D.T university Mumbai.
 - Faculty member is member of syllabus committee of S.N.D.T women's university Mumbai.

- The institution extends its consultancy services to other Universities like YCMOU and SNDT Women's University in the form of conducting lectures, workshops, guiding M.Phil students, external examiners for viva-voce for M.Ed students, validating tools for Ph.D, M.Phil and M.Ed programme, and in the capacity of examiners and paper-setters.
- The consultancy is also provided in the form of conducting lectures for various courses offered by the S.N.D.T Women's University Mumbai.
- Consultancy services on Guidance and Counseling to various stake holders of the institution and the community.
- Career Guidance Sessions are organized for the needy.

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

The faculty members have the required experience and expertise to undertake consultancy.

- The faculty members render consultancy services to various prestigious universities like, S.N.D.T. Women's University, and YCMOU.
- CET B.Ed workshops are conducted by the faculty members.
- The institution provides placement services to the student teachers every year. Every year before the final examination, 80% of the student-teachers are absorbed in the best schools of Thane, Kalyan and Bhiwandi.
- The institution publicizes about its consultancy services through various mediums like E-mail, Instant Messaging, displays on notice boards, different forums like faculty alumni meeting and practice teaching meetings.

3.4 Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's).

The institution takes part in various community activities. Some of the major activities were

- a. taxonomy of plants in the nearby vicinity,
- b. interacting with mentally challenged persons,
- c. spending quality time with old age home residents..

These are part of the conscious efforts made by the institution to involve the student teachers in alleviating the suffering and deprivations of the underprivileged and understand their responsibilities towards the community.

3. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

The institution and the community enjoy a reciprocal relation and both are benefited by each other's activities.

Community participation in institutional development takes place in the following ways-

- Members from the community visit the institution in the capacity of judges to judge various activities of the institution,
- The Life Insurance of India conducts unique program for the student teachers and faculty of the institution on pertinent social issues.
- Members from the community are the members of the Advisory Board of the college. The institution invites feedback from these members.

Institution-community networking

- The institution organizes need based extension programmes wherein the student teachers as well as the faculty are encouraged to participate and contribute to the welfare of the community.

3.5. Collaborations:

3.5. Collaborations:

3.5.1. Name the national level organizations, if any with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

Our institution has no collaboration with any national and international level organization but having good relationship with government and non-government educational institutions. The institute maintains faculty exchange programme with other institutes. The placement cell of institute promotes the linkage between the institution and various schools to cater the needs of stakeholder and better placement of our students. Various kinds of extension activities are carried out by the institute for the active participation of students in various society related issues like awareness regarding AIDS, environmental problems and importance of moral values etc.

We get journals from the following national level organization:

1. NCERT
2. SCERT
3. NCTE

Several National Level Seminars were arranged with collaboration of neighbouring institutions and nationally renowned Professors were invited to deliver the thought provoking lectures. The names of some of these speakers are shown in the following table.

Name of the Speakers	Institution
Prof. (Dr.) Arundhati Chavan	Director, Distance and open learning SNDT University
Prof. (Dr.) Harsha Merchant	Ex-Dean, Faculty of Education, SNDT University, Mumbai
Prof. (Dr.) Suresh Mathure	Research Guide, Mumbai University
Prof. (Dr.) Suresh	Research Guide YCMOU, Nashik

3.5.2. Name the international organizations with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

British Council Library – for reference and the student-teachers attend the seminars and workshops conducted by them.

Our faculty members attend different international seminars and workshops.

By this way they try to establish a linkage among the international educators.

3.5.3. How did the linkages if any contribute to the following?

- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

- **Curriculum development:** Institution has no role in framing curriculum but feedback from students and ideas of teacher educators are forwarded to concerned body of knowledge. Faculty members participating in academic conference and community linkage programmes get exposure and widen their mental horizon. It makes them to ponder over various issues.
- **Teaching:** The linkages with various agencies help in academic and professional development of Faculty members. The concrete experience and novel ideas learned by linkage with certain bodies help in modifying teaching methodology.
- **Training:** The linkages help in gaining experience, interaction and feedback regarding various teaching skills. Orientation course. Refresher course and various skill development programmes run by the academic bodies help in sharpening the skill of teaching faculty. Recently our D.Ed. faculty took part in SCERT run faculty development programme at DIET Panipat that provided them novel experience of using ICT in class room.
- **Practice Teaching:** Institute's linkage with SCERT/BSEH helps it great in organizing teaching practice at ease. Further institution's linkage with teaching practice schools provide conducive environment to student teacher. School staff cooperates with at institute we provide them theoretical knowledge of teaching or teaching in simulation. Student teachers when interact with school staff and come to know the how to handle class as a whole, how to complete syllabus in time, which part of the syllabus need to be focused on priority bases. The students of the institution go for practice teaching in various schools to get hands on experience and realize the real-time situations.
- **Research:** Such linkages promote front-line research activities in the institution. The members of the faculty and the students are able to have

access to advanced databases for acquisition of precise and accurate data. Such collaborative research also helps in developing new academic contacts.

- **Consultancy:** The linkages help to develop national and international competency and expertise in our students and members of the faculty. The institution encourages consultancy work by the faculty.
- **Extension:** The linkages with National Organizations and the University departments lead to the development of new and innovative programmes. Such technologies are passed on to the community and stakeholders through publications in research journals and through direct outreach programmes. The linkages of the institution promote extension activities directly beneficial to the community in terms of health awareness programs, education of the rural masses, environmental awareness etc
- **Publication:** The linkages lead to amalgamation of concepts and hybridization of the researchers. The institution has several publications from the members of faculty with co-authorship from other universities. These publications in recent and emerging areas imply development of cutting-edge technologies.
- **Student Placement:** The institution-school linkage enables the schools to fathom the depth of knowledge of students of this institution. The students also get trained with hands on experience in relevant schools during their practice teaching. This helps in better understanding of the schools. The institution has established a placement cell for promotion of linkages between the institution and the schools in order to cater to the needs of the schools and better placement of our students.

3.5.4 What are the linkages of the institution with the school sector? (Institute-school-community networking)

Linkages with schools help in accessing school for practice teaching programme.
Staff acts as consultant for students and general public.

Linkage of the institution



The institution has established a close linkage with the schools. Heads and teachers of the schools are invited in the institution on various occasions like seminars, Celebration of days and Sports Meet etc. Experienced school teachers are appointed as External during final Skill- In- Teaching exams conducted by the University. Institution obtains feedback from practicing schools on Skill-In-Teaching Programme.

The members of staff actively engage in schools and they have healthy interaction with teachers. During practice-teaching the staff members share their experiences with the teachers and apprise them of new methods, strategies and innovative practice in the field of education. The staff members also receive

feedback from the Principal and teachers to improve the practice teaching programme. The feedback helps the students-teachers for enhancing their performance.

The schools we go for teaching practice are selected. The student-teachers get internship practice.

The institution has link with several nearby schools. Some of them are:

- 1.BNMC School No 44
- 2.BNMC School No 47
- 3.Chacha Neharu High School

Our student teachers undergo practice teaching and internship in nearby schools

The schools extend their help in placement.

The student-teachers along with their guide teachers join in the community services extended in their school

3.5.5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching? If yes give details.

Yes, the members of faculty are actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. The principal of the institution sends teacher educators in different schools as per their convenience during practice teaching session. All the concerned faculty members discuss and plan out whole practice teaching schedule with the head of the school. They actively collaborate with teachers and other school personnel to design the time table of student teachers, evaluation of student teachers, organizing certain

activities in the school, etc. Moreover the faculty members interact with school to study their emerging needs and provide appropriate solutions to their problems.

To design, evaluate and deliver practice teaching, the faculty members are actively engaged with school teachers and other school personnel in the following ways.

Getting permission from the headmasters/headmistresses of selected schools.

Getting permission from the guide teachers for all the optionals.

Frequent visits to schools to give moral support to students and to have rapport with teachers. Evaluation forms are given to guide teachers to evaluate the teaching competency of the student-teachers.

Timely suggestions to enhance the teaching of student-teachers. Getting feedback forms from the head of the institutions.

Thus, it is a total co-operative work between the faculty members and school staff members. In fact it is a joint venture between the institution and the schools.

3.5.6 How does the faculty collaborate with school and other college or University faculty?

The faculty members are cordial, warm and friendly with other college or university faculty when they go for seminars and workshops. They know very well that peer group interaction is the essence of teaching learning process.

The faculty members of this college have established collaboration with schools in providing classification of concepts (according to Bloom's Taxonomy) with school teachers. At college and university level, the faculty members of this college are invited as resource persons to deliver special lectures.

As an affiliated college of education we co-operate with the university in all aspects. We extend our services in paper valuation and in conducting practical examinations as per the expectations and instructions of the university.

Thus our institution with other colleges, schools and university (SNDT, Mumbai) contributes its best to enhance the quality of the student-teachers so as to meet the global demands and trends.

faculty with other colleges. College faculty when ever needed seek guidance from the university faculty and take their help in organizing and conducting seminars and workshops.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

To enhance the Quality of Research the Institution has developed a Research Committee to promote research activities. The Research Committee consists of following members :

1. Dr. P. N. Shukla – Chairperson
2. Dr. Anjan Kumar: External Panel
3. Dr. Shaheen Parvin: Member

The committee has made following recommendations

- a. Progress presentation in ongoing research activities of faculty members.
- b. All faculty members should present at least 4 research papers at national and international conferences and should take 1 research project every academic year.
- c. The faculties with more than 10 Publications, 1 Major research, 1 Minor research should be considered for Up-gradation in Scale.

Autonomy of the principal :

- The management or head of the institute never interfere in the research activities of the faculty members. The researcher or research team always has been given required freedom to carry out their work in the right direction.

Timely Availability or release of resources.

- The head of the institute sanctions the funds on approval of the proposal and also ensures timely payment to the faculty or research team.
- The institute has Research Center with required infrastructure to carry out research activities smoothly. Available facilities are
- The library is made available to the researcher on request
- Internet facility and computer typings are also made available to the aspirant researchers without charging any fee.
- Researchers application for subscription to journals other than those available, are immediately sanctioned
- The researcher is relieved positively for attending workshops, conferences , seminars and all expenses incurred towards travelling and participation are borne by the Management.

Adequate infrastructure & human resources

- ❖ Cubicles with computers and internet facility to carry out research work
- ❖ Discussion table with adequate sitting arrangements
- ❖ LCD projector, Audi-Video facility and
- ❖ Books, Research Journals are there for further reference

Time-off, reduced teaching load, special leaves etc to the teachers.

- The workload given to faculty members is designed in such a way to carry out their research activities after completing their given teaching assignments.
- Special leaves are being granted to faculty members while writing their thesis.

Support in terms of providing Technology & information needs.

- The faculty can access online databases such as EBSCO for their literature review. For data analysis they can use SPSS at the computer lab
- The committee extends all possible guidance and support to help faculty to conduct their research activities.

"The Research Committee" conducts brainstorming sessions for the faculty in order to encourage them to undertake research and generate ideas for research. The Committee devises a yearly plan of action for executing and completion of the research projects in the institution. It also invites research experts for interaction with the student teachers and teacher educators for stimulating and setting the tone for research in the institution.

In addition to the above, the head of the institution does the following :

- Circulates all the relevant circulars related to research to the faculty.
- The faculty is also motivated personally by the head of the institution to apply and undertake different research projects of different prestigious organizations of India.
- The institution provides all technical and administrative support to the faculty researchers in the form of computer facility, internet, scanning, printing, reprography etc.
- The researchers have full freedom as far as the utilization of funds regarding their respective research projects is concerned.
- The Management of the institution has made provision for providing seed money to the researchers. The amount of seed money is decided by the research committee. The committee sends its recommendations to the management and the management has discretion to act accordingly.

- The faculties are given remission in the work load during their tenure of research. Adjustments are made in the time table to enable the faculty to carry out the research.

The institution encourages the faculty to disseminate their research findings in the form of research paper presentations and research paper publications.

The following facilities are available in college campus for students and research scholars to enable them carry out reaches in various fields :

- A). Access to Website of Flipkart.
- (B). Online Library, E Journals
- (C). Entire Class study material of all lectures can be downloaded any time by the students for reading and reference. (available on MOBILE)
- (D). Online News Board - the students can read important notices on their finger tips (available on MOBILE)
- (E). Online Notice Board – the students can read important notices

Consultancy

SSMS College Of Education is stepping into the field of consultancy with the help of expert faculties. For this purpose Faculty Development Programme (FDP) has been conducted in the year 2013-14, 2014-2015 with a view to promote consultancy and management efficiency through various modes, stated in its well defined Consultancy Policy.

The college has bridged the gap between theory and practice, by establishing Inter-Institute Interaction Cell as a part of quality improvement strategy. The composition of Institute Interaction Cell (2015 - 2016) of our college is as follows.

1. Dr Shaheen Parvin - Principal – Chairperson
2. Prof Vishal Sonkambale – Member
3. Prof Rizwana Khan – Member

The cell has worked its best to evolve a platform for setting up linkages with the Educational organization through expanded collaborations. Many activities like interactive sessions, panel discussions and guest lecturers have been conducted by this cell.

Special efforts are made to promote the institute-academia interaction with the help of -

- Internship of students in educational institutions.
- Guest Lectures.
- Inviting prominent personalities from educational sector to interact with students.
- Assisting schools and colleges in their training programmes.
- Interaction with Alumni working in school and colleges of education for mutual assistance

Swayam Siddhi Centre for Consultancy (SSCC) is functioning in the Institute. Member of faculty with expertise in various domains and some alumni members are members of it SSCC is being publicized at various educational association meets and events. SSCC was found in 2009.

The policy for consultancy as stated in GBR-60/11.10.2009 is as follows:

The policy is divided into two parts:

- (a) Remunerative
- (b) Non-remunerative.

- (1) 30% of the net consultancy fees received by any employee of SSCE (Swayam Siddhi College Of Education) shall be deposited with Department of education
- (2) The responsibility of payment of any taxes (income/service etc) shall rest entirely with the person/s working as consultants.
- (3) The permission shall be granted subject to the condition that the work as consultant shall in no way affect the work at SSCE

(4) Such employee of SSCE shall make himself/herself available for any duty / responsibility at SSCE, whenever required at anytime, even at the cost of giving up consultancy.

Expertise is available in Educational Psychology, Educational Management, Educational Evaluation, Educational Philosophy And Educational Technology. The faculties from these fields are available for consultancy.

Following are the facilities provided to the staff for consultancy services

- a) Faculty involved in the Consultancy work is granted "Duty leave".
- b) Faculty is eligible for TA and DA for the consultancy visits. Policy for sharing of funds is enshrined in the log book of SSCC.
- c) Faculty providing consultancy services is awarded an "Appreciation letter" from the college.
- d) Faculties are also allowed to use necessary infrastructural facilities from the college for consultancy purposes.
- e) The college recognizes and acknowledges the staff for their consultancy work in staff common meeting. The college rewards by felicitating the staff member on the Founders' Day programme and by providing monetary benefit to the concerned staff member.

A special mention of these achievements is also made in the college Magazine.

The broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

The broad areas of remunerative consultancy services are as follows:

Educational Psychology

Revenue generated: 7,500/-: Mr. Jagdish Chitte
Name of Beneficiary Company : NES School Bhiwandi

Educational Management

Revenue generated: 8000/-: Mr. Vishal Sonkambale
Name of Beneficiary Company : 1. Nutan Vidyalay, Kalyan
2. Holy Cross High School, Kalyan

The broad areas of non-remunerative consultancy services are as follows:

Sr no	Faculty Name	Nature of consultancy	Beneficiary company
1	Prof. Vilas Tayde	Soft Skill Training	Degree college, Bhiwandi
2	Prof. Vilas tayde	Soft Skill Training	M.ed, DED
3	Prof Pawan Jain	Financial Skills	Vdeserve Hosting
4	Sagar Bhanushali	Software Development	Harver Technologies, Anant Halwas, Literate Training, Induslancers.com
6	Prof Suhas Jategaonkar	Marketing Skills	Deepshikhasangh.org, Otis Lifts.

Policy of revenue sharing in case of revenue generated by the staff through Consultancy Services:

- Governing Body of our parent organization- SSCE decides the policy of sharing the income generated through consultancy and its use for institutional development.
- Necessary resolutions are made as per the nature and need of the consultancy services.
- Policy of SSCE for revenue sharing earned through SSCC has been laid down as share of Institute is 30% whereas consultants share is 70%.

Extension.

Regular extension activities have been conducted in nearby schools for their academic achievement and personality development of school

a) The institution promotes institution-neighborhood-community network and student engagement in various ways as mentioned below:

i) Awareness and institutional responsibility to society is an important part of the mission of the Institute SSCE. The Institute organizes programs and drives to realize this mission.

ii) A neighboring village was adopted on July 11, 2014. The Institute staff members visited the Temghar for the purpose of liaison with the comparator

iii) Some major areas of improvement like road, water supply, schools, and library were discussed with corporator Mr Balaram Chaudhary and other prominent citizens of the village

iv) The students of SSCE has planned for activities like Educational Activities, Repair of Roads & Tracks, Literacy Classes for Adults, Water conservation, Plastic Eradication, Blood Donation, Health Checkup and Health Education

v) The Institute and the management of SSMS are extremely keen to popularize games and sports in the society. The College Management has organized traditional and popular games like Kho-kho, Badminton, Long-Jump, High Jump and Chess. These games received a good response (230 participants for the above competitions altogether) from the citizens of Bhivandi and surrounding areas.

vi) Dedicated to its commitment of preservation of culture and heritage of Bhivandi a „Heritage Run „, which was open to all, was organized. There were posters and banners displayed all along the route motivating and inspiring the people to preserve the monuments Bhivandi has inherited. The run received a humongous response of 300 participants from all age groups. The winners of the „Heritage Run „ were awarded the prize money worth Rs. 1,000/- (Rs. One thousand) only.

vii) SSCE has always been active towards increasing women's participation in the workforce. SSCE has demonstrated this by showing a steady increase in number of girl students' enrolment, number of female employees on roll, by providing a safe, fear free work environment in SSCE campus. One more step towards empowering the women was organization of a few seminars on prevalent issues related to gender sensitization, discrimination, sexual harassment in workplace and other public places, and problems related to pre-marital sex.

viii) Cleanliness Drive at Temghar was organized on March 2, 2014. Plastic eradication, cleaning of the drainage system of the village, congress grass eradication, cleaning common places etc.

ix) The institution promotes institution-neighborhood-community network and student engagement in various ways as mentioned below:

x) A neighboring village Temghar, Taluka Bhiwandi was adopted on August 10, 2014. The Institute staff members visited the village for meeting Sarpanch in order to involve the active members of the village in the community work initiated by the institute

xi) Some major areas of improvement like village road, water supply, schools, and library were discussed with „Panchayat members i.e Mr Choudhary (Sarpanch), Mr Thakur (Gramsevak, and other prominent Senior citizens of the village. Tree plantation program was organized in the village on August 18, 2013. NSS volunteers and staff members actively participated in this activity. More than 100 trees were planted in the village in the “fallow” land

xii) the institute has planned activities like Educational Activities, Repair of Roads / Tracks, Literacy Classes for Adults, Water conservation, Plastic Eradication, Blood Donation, Health Checkup and Health Education

xiii) In the view of the Swatchata Abhiyan Initiated by Prime Minister Mr. Narendra Modi, The institute started Cleanliness Drive in and around Institute

xiv) The Institute and the management of our institute are extremely keen to popularize games and sports in the society. Traditional and popular games like Cricket & Chess were organized along with KHO KHO , Kabbaddi and tug of War. These games received a good response (little over 400 participants for the above competitions) from the citizens of Mumbai, Thane, Bhiwandi and Kalyan.

xv) Dedicated to its commitment of preservation of culture and heritage of Sahyadri Region of Maharashtra. The costal region of Maharashtra adjoining Mumbai has been declared an World Heritage Stie by the U. N O. Inview of this a “Heritage Run”, which was open to all, was organized. There were posters and banners displayed all along the route motivating and inspiring the people to preserve the monuments and bio-diversity of the region. The run received a tremendous response from 500 participants from all age groups. The winners of the “Heritage Run” were given a letter of Appreciation .

xvi) SSCMR has always been active towards increasing women’s participation in the workforce. Institute has demonstrated this by showing a steady increase in number of girl students – enrolment, number of female employees on

roll, by providing a safe, fear free work environment in SSCMR campus. One more step towards empowering the women was organization of a few seminars on prevalent issues related to gender sensitization, discrimination, sexual harassment in workplace and other public places, and problems related to pre-marital sex.

The institute opened its door for educating the minority students of the region. The minorities students in this Institute constitutes 52% of the total strength

xvii) The institute organizes free eye check camp and dental checkup camps once a year.

xviii) A Blood Donation Camp was arranged in SSCMR campus on August 16, 2014. 16 students donated blood.

xix) A number of lady faculties are members of "Swabhimaan" - an initiative by SSCMR Faculties, Students and Non Teaching Staff, which works towards "Women empowerment".

xx) A survey was carried out to find out the problems of the Power Loom Sector in Bhiwandi and the major problems of powerloom industries of Bhiwandi were raised and discussed in the conference organized in the institute in 2014 -2015.

The college is committed to holistic and integrated education that aims at making students intellectually sharp, socially responsible, culturally creative, emotionally resilient and physically strong. The college has a well established "Center for Community & Social Services" (CCSS).

- The CCSS works with neighborhood slums in the areas of citizenship education, health awareness and women's issues fostering reciprocal learning where both the students and the recipients of service benefit from the activities. CCSS also works with waste pickers' organization and conducts awareness programmes like waste segregations drives, use of eco-friendly Ganesh immersion, reducing plastics in our daily lives etc. Poster exhibitions and street plays on the issue of environment, displacement, gender equality and sexual harassment have been conducted in various colleges.

- Important days like – Human Rights Day (December 10) in which themes like Women's rights, Child rights, Dalit rights, Environmental Rights and Rights of

people with disabilities are taken; International Peace Day (September 21), International Water Conservation Day (March 22) are celebrated to create awareness amongst the students about the importance of "PEACEFUL COEXISTANCE & HARMONIOUS LIVING"

Guardian Faculty Members (GFM's) keep the record of students of respective classes who participate in any social/community related activities at individual level. The records are kept in students' progress cards.

c) Internal marks are awarded for such activities, so as to create an incentive for students to give back to the community.

The student volunteers also maintain a diary in which they make entries of the work done. A term end report is submitted by student coordinators.

The Institution has developed a mechanism to involve the stake holders in the development of the policies & Plans of the institutes. There is a system of collecting feedback from the stake holders in order to access their perception about activities of the institute.

This feedback is then analyzed and the necessary actions to improve the Institute's performance are taken.

Center for Community & Social Services keeps a record of students taking part in social and extension activities. Center for Community & Social Services recommends the students for rewards in terms of internal marks.

Feedback from students is taken which indicates institutional performance. It helps in assessing the quality of academic inputs for all programmes. Apart from this, students are offered an open platform to express their views on all the activities of the college.

The Institute also has a Suggestion Box which is used by the student. Feedback is reviewed by the Director and suitable action is taken through him. Anonymous feedback is also welcomed.

The Institute also maintains a Visitors Book to receive comments, feedback, and suggestions from various people invited to the campus.

3.6 Best Practices in Research, Consultancy and Extension

The college encourages all the staff members to undertake action research and mini project to improve quality of teaching.

Our staff members are permitted to attend research programm

Good practices are:

In research - Action research by B.Ed trainees

- Dissertations by M.Ed student-researchers. In Extension - camp awareness activities and their usage Special privilege is sanctioned to staff for carrying out research in the time of data collection and submission of thesis.

Registration fee, travelling allowance and daily allowance is borne by the college authority for faculty members attending research seminars, symposium and workshops in colleges and universities.

The faculty members of our college have helped the weak students doing 10th std, in subjects like English, Bengali, Mathematics and Social Science in nearby schools. Several talent search and competitions are conducted for the school children.

Regular extension activities have been conducted in nearby schools for their academic achievement and personality development of school

Climate awareness programme/rally is organized by the institute from time to time to make people aware of environmental issues.

Our students have conducted health camp, traffic awareness programme, purchasing of any goods and awareness of consumer security programme in nearby village.

We also provide internet awareness programme to the nearby school children.

Special leave is granted for the faculties for doing Ph.D.

To meet up the expenditure related to the presentations of research papers in the seminar conducted in colleges and universities, the college authority puts incentives.

Faculties are allowed to visit and refer to the books necessary for their research in the University libraries.

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Revenue generated: 8000/-: Mr. Vishal Sonkambale

Name of Beneficiary Company : 1. Nutan Vidyalay, Kalyan
2. Holy Cross High School, Kalyan

The broad areas of non-remunerative consultancy services are as follows:

Sr no	Faculty Name	Nature of consultancy	Beneficiary company
1	Prof. Vilas Tayde	Soft Skill Training	Degree college, Bhiwandi
2	Prof. Vilas tayde	Soft Skill Training	M.ed, D.ED
3	Prof Pawan Jain	Financial Skills.	Vdeserve Hosting
4	Sagar Bhanushali	Software Development	Haver Technologies, Anant Halwai, Literati Training, landsntowers.com Deepshikhassingh.org
6	Prof Suhas Jategaonkar	Marketing Skills	Otis Lifts.

Policy of revenue sharing in case of revenue generated by the staff through Consultancy Services:

- A. Governing Body of our parent organization- SSCE decides the policy of sharing the income generated through consultancy and its use for institutional development.

B. Necessary resolutions are made as per the nature and need of the consultancy services.

C. Policy of SSCE for revenue sharing earned through SSCC has been laid down as share of Institute is 30% whereas consultants share is 70%.

Extension.

Regular extension activities have been conducted in nearby schools for their academic achievement and personality development of school

a) The institution promotes institution-neighborhood-community network and student engagement in various ways as mentioned below:

i) Awareness and institutional responsibility to society is an important part of the mission of the Institute SSCE. The Institute organizes programs and drives to realize this mission.

ii) A neighboring village was adopted on July 11, 2014. The Institute staff members visited the Temghar for the purpose of liaison with the corporator

iii) Some major areas of improvement like road, water supply, schools, and library were discussed with corporator Mr Balaram Chaudhary and other prominent citizens of the village.

iv) The students of SSCE has planned for activities like: Educational Activities, Repair of Roads / Tracks, Literacy Classes for Adults, Water conservation, Plastic Eradication, Blood Donation, Health Checkup and Health Education.

vi) The Institute and the management of SSMS are extremely keen to popularize games and sports in the society. The College Management has

organized traditional and popular games like Kho-kho, Badminton, Long – Jump, High Jump and Chess. These games received a good response (230 participants for the above competitions altogether) from the citizens of Bhivandi and surrounding areas.

vii) Dedicated to its commitment of preservation of culture and heritage of Bhivandi a „Heritage Run”, which was open to all, was organized. There were posters and banners displayed all along the route motivating and inspiring the people to preserve the monuments Bhivandi has inherited. The run received a humongous response of 300 participants from all age groups. The winners of the „Heritage Run” were awarded the prize money worth Rs. 1,000/- (Rs. One thousand) only.

ix) SSCE has always been active towards increasing women’s participation in the workforce. SSCE has demonstrated this by showing a steady increase in number of girl students’ enrolment, number of female employees on roll, by providing a safe, fear free work environment in SSCE campus. One more step towards empowering the women was organization of a few seminars on prevalent issues related to gender sensitization, discrimination, sexual harassment in workplace and other public places, and problems related to pre-marital sex.

xii) Cleanliness Drive at Temghar was organized on March 2, 2014. Plastic eradication, cleaning of the drainage system of the village, congress grass eradication, cleaning common places etc.

xiii) The institution promotes institution-neighborhood-community network and student engagement in various ways as mentioned below:

xiv) A neighboring village Temghar, Taluka Bhiwandi was adopted on August 10, 2014. The Institute staff members visited the village for meeting Sarpanch in order to involve the active members of the village in the community work initiated by the institute.

xv) Some major areas of improvement like village road, water supply, schools, and library were discussed with „Panchayat” members i.e. Mr. Choudhary (Sarpanch), Mr. Thakur (Gramsevak, and other prominent Senior citizens of the village.

Tree plantation program was organized in the village on August 18, 2013. NSS volunteers and staff members actively participated in this activity. More than 100 trees were planted in the village in the “fallow” land.

xvi) the institute has planned activities like: Educational Activities, Repair of Roads / Tracks, Literacy Classes for Adults, Water conservation, Plastic Eradication, Blood Donation, Health Checkup and Health Education.

xvii) In the view of the Swatchata Abhiyan Initiated by Prime Minister Mr. Narendra Modi, The institute started Cleanliness Drive in and around Institute.

xviii) The Institute and the management of our institute are extremely keen to popularize games and sports in the society. Traditional and popular games like Cricket & Chess were organized along with KHO KHO , Kabbaddi and tug of War. These games received a good response (little over 400 participants for the above competitions) from the citizens of Mumbai, Thane, Bhiwandi and Kalyan.

xix) Dedicated to its commitment of preservation of culture and heritage of Sahyadri Region of Maharashtra. The costal region of Maharashtra adjoining Mumbai has been declared an World Heritage Stie by the U. N O. Inview of this a “Heritage Run”, which was open to all, was organized. There were posters and banners displayed all along the route motivating and inspiring the people to preserve the monuments and bio-diversity of the region. The run received a tremendous response from 500 participants from all age groups. The winners of the “Heritage Run” were given a letter of Appreciation .

xx) SSCMR has always been active towards increasing women”s participation in the workforce. Institute has demonstrated this by showing a steady increase in number of girl students” enrolment, number of female employees on roll, by providing a safe, fear free work environment in SSCMR campus. One more step towards empowering the women was organization of a few seminars on

prevalent issues related to gender sensitization, discrimination, sexual harassment in workplace and other public places, and problems related to pre-marital sex

The institute opened its door for educating the minority students of the region. The minorities students in this Institute constitutes 52% of the total strength.

xxi)The institute organizes free eye check camp and dental checkup camps once a year.

xxii) A Blood Donation Camp was arranged in SSCMR campus on August 16, 2014. 16 students donated blood.

xxiii) A number of lady faculties are members of “Swabhimaan”- an initiative by SSCMR Faculties, Students and Non Teaching Staff, which works towards “Women empowerment”.

xxiv) A survey was carried out to find out the problems of the Power Loom Sector in Bhiwandi and the major problems of powerloom industries of Bhiwandi were raised and discussed in the conference organized in the institute in 2014 -2015

The college is committed to holistic and integrated education that aims at making students intellectually sharp, socially responsible, culturally creative, emotionally resilient and physically strong. The college has a well established “Center for Community & Social Services” (CCSS).

- The CCSS works with neighborhood slums in the areas of citizenship education, health awareness and women’s issues fostering reciprocal learning where both the students and the recipients of service benefit from the activities. CCSS also works with waste pickers’ organization and conducts awareness programmes like waste segregations drives, use of eco-friendly Ganesh immersion, reducing plastics in our daily lives etc. Poster exhibitions and street plays on the issue of environment, displacement, gender equality and sexual harassment have been conducted in various colleges.

- Important days like – Human Rights Day (December 10) in which themes like Women’s rights, Child rights, Dalit rights, Environmental Rights and

Rights of people with disabilities are taken; International Peace Day (September 21), International Water Conservation Day (March 22) are celebrated to create awareness amongst the students about the importance of "PEACEFUL COEXISTANCE & HARMONIOUS LIVING"

b) Guardian Faculty Members (GEMs) keep the record of students of respective classes who participate in any social/community related activities at individual level. The records are kept in students' progress cards.

c) Internal marks are awarded for such activities, so as to create an incentive for students to give back to the community.

The student volunteers also maintain a diary in which they make entries of the work done. A term end report is submitted by student coordinators.

The Institution has developed a mechanism to involve the stake holders in the development of the policies & Plans of the institutes. There is a system of collecting feedback from the stake holders in order to access their perception about activities of the institute.

b) This feedback is then analyzed and the necessary actions to improve the Institute's performance are taken.

c) Center for Community & Social Services keeps a record of students taking part in social and extension activities. Center for Community & Social Services recommends the students for rewards in terms of internal marks.

Feedback from students is taken which indicates institutional performance. It helps in assessing the quality of academic inputs for all programmes. Apart from this, students are offered an open platform to express their views on all the activities of the college.

The Institute also has a Suggestion Box which is used by the student. Feedback is reviewed by the Director and suitable action is taken through him. Anonymous feedback is also welcomed.

The Institute also maintains a Visitors Book to receive comments, feedback, and suggestions from various people invited to the campus.

3.6 Best Practices in Research, Consultancy and Extension

The college encourages all the staff members to undertake action research and mini project to improve quality of teaching.

Our staff members are permitted to attend research programm

Good practices are:

In research - Action research by B.Ed trainees

- Dissertations by M.Ed student-researchers. In Extension - camp awareness activities and their usage

Special privilege is sanctioned to staff for carrying out research in the time of data collection and submission of thesis.

Registration fee, travelling allowance and daily allowance is borne by the college authority for faculty members attending research seminars, symposium and workshops in colleges and universities.

The faculty members of our college have helped the weak students doing 10th std, in subjects like English, Bengali, Mathematics and Social Science in nearby schools.

Several talent search and competitions are conducted for the school children.

Regular extension activities have been conducted in nearby schools for their academic achievement and personality development of school

Climate awareness programme/rally is organized by the institute from time to time to make people aware of environmental issues.

Our students have conducted health camp, traffic awareness programme, purchasing of any goods and awareness of consumer security programme in nearby village.

We also provide internet awareness programme to the nearby school children.

Special leave is granted for the faculties for doing Ph.D.

To meet up the expenditure related to the presentations of research papers in the seminar conducted in colleges and universities, the college authority puts incentives.

Faculties are allowed to visit and refer to the books necessary for their research in the University libraries.

CRITERION IV**4.1 INFRASTRUCTURE AND LEARNING RESOURCES**

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building

The Institution has a state of the art physical infrastructure as per the NCTE norms.

Infrastructure of the College: –

Sr. No.	Infrastructure	Area
1	Principal's Room	330 sq.ft
2	Faculty room	330 sq.ft
3	Library cum reading room	1500 sq.ft
4	Lecture Hall	1000 sq.ft
5	Method Classroom 1	330 sq.ft
6	Method Classroom 2	330 sq.ft
7	Method room 3	330 sq.ft
8	Ladies common room	330 sq.ft
9	Psychology/Science Laboratory	330 Sq.ft.
10	Toilet	4X300 sq.ft.
11	Office	660 sq.ft.
12	Computer Room & A.V. Room Cum Store Room	660 sq.ft.

14	Staff room (1)	200 sq. ft
15	Entrance	2 X 1600 sq. ft
16	M.I.D class room	2 X 500 sq. ft
17	Play ground	64,500 Sq. ft
18	Canteen	2500 sq. ft

All the rooms are well ventilated and illuminated. Provision of a water cooler along with soft water converter cum water purifier fixed on the roof top is there.

The institution optimizes the use of its resources. The computer lab and the resource room have storage facility for equipment, audio visual aids, CDs and other paraphernalia which are annually sorted, weeded out and updated. The staff room has also been refurbished with the purpose of providing the faculty more space for storing laptops, personal copies of books and other resource material.

The library is updated regularly with respect to print and technological resources. Plans of equipping the computer lab with software and hard ware to make it a language laboratory are in the pipeline. One of the classrooms which can comfortably seat twenty persons has been equipped with computers with internet facility to be used for the purpose of research.

Features in brief:

- Class room's provisions are modernized for teaching learning process
- Modernized educational technology lab, well equipped science and psychology lab, advanced computer technology laboratory, improvised gadgets, peripherals and instruments.
- Art and Music and Workshop
- Spacious administrative building
- 24 hours mineral water supply and power supply with UPS and generator connections
- Automated and very spacious well stacked Library

- g. Play grounds and sports room with all sports materials
- h. Hostel facility available. As maximum students hail from nearby villages, only few students stay in hostel.

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

As per NCTE norms, the college admits 100 students every year. The infrastructure available for 100 students is more than sufficient. The Management would expand the infrastructure in case of need and starting of additional intake and additional course in future. The building has a provision for expansion.

3. List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.

- The facilities available for co- curricular and extra-curricular activities are as follows:
- Modernized Educational Technology Laboratory, Well equipped science and Psychology laboratory, Advance Technology computer lab improvised gadgets, peripherals and instruments and Audio visual facilities.
- Clean Play Ground and courts for outdoor games like volley ball, kho -kho, basket ball, badminton and throw ball
- Well arranged games room for indoor games
- Yoga and meditation hall

The lecture hall has a permanent stage with the podium that is used for lectures as well as for all the cultural activities that are organized over the year. The lecture hall is equipped with OHP, LCD projector, Internet facility, DVD player, music and sound system with acoustics which is used for both curricular as well as co curricular activities.

During various competitions organized in the college, the lecture hall, all the classrooms, rest room, library as well as corridor are used to conduct the activities and later to aesthetically display the product of the same activities. Sports and out door games are conducted on the college play ground.

1. The college is a private institution and is not a government institution.

2. The college is a private institution and is not a government institution.

The college is a private institution and is not a government institution.

3. The college is a private institution and is not a government institution.

4. The college is a private institution and is not a government institution.

The college has a provision of a private institution and is not a government institution.

The college has a provision of a private institution and is not a government institution.

Whenever there is medical emergency in the campus, the nearest hospital which is in the vicinity of the college is informed in advance and assistance of the hospital is sought for special care.

The physical infrastructure such as library, hostel, transport and playground are shared by other affiliated institutes of the Management within the same campus. As far as the infrastructure is concerned the college itself is self sufficient. There is no need for sharing with other colleges.

6. Is there any hostel facility for students?

yes.

4.2 Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

The college has always a deficit budget, as the actual grant received is always less than the estimated. Hence there is no unspent balance.

Particulars	Year - 2004 - 2005		Year - 2005 - 2006		Year - 2006 - 2007		Year - 2007 - 2008		Year - 2008 - 2009	
	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
Building	Building of the college was constructed way back in 2004.									
Laboratories & Equipments	10000	10000	10000	10000	10000	10000	10000	10000	10000	10000
Computers	25000	25000	25000	25000	25000	25000	25000	25000	25000	25000
Furniture & Electricity	20000	20000	20000	20000	20000	20000	20000	20000	20000	20000
* Transport Vehicle	The Trust has two vehicles - One Omni van and One Indica car which are used for entire institutional activities. There is no separate vehicle for the College of Education.									

7. How does the institution plan and ensure that the available infrastructure is optimally utilized?

- Both academic and co-curricular activities are planned every year in order to optimally utilize the available infrastructure facilities in the following ways:
- The buildings are used for administration, teaching and accommodating students.
- Library is used for keeping books for reference and enrichment of knowledge by students and staff members.
- The playground is used for training the students in physical fitness and game activities.
- The audio – visual materials are utilized for training the students in developing teaching skills.
- The computer laboratory is used by students to prepare power point slides for presentation, for browsing, doing ICT related project works etc.,
- Language laboratory is used for developing language skills in English – correcting and bettering the pronunciations of
- students teachers.
- Science laboratory in each subject is used for developing experimental skills, demonstration skills, problem – solving skills, construction skills and improvisation skills.

All the activities and sessions in the college are planned keeping in view of making optimum use of the infrastructure available. Such use of venue for activities is notified to the staff and student teachers through the college time table displayed on the notice board. Internally the furniture and the infrastructure of the room are temporarily rearranged to suit particular needs of the activities conducted.

The lecture hall which has a seating capacity of 100 hundred people, a permanent stage, a fixed LCD projector, Internet facility, music and audio system with acoustics, DVD player, OHP and flooring at three different levels is used for multipurpose activities besides being used for regular lectures. The Internal Examinations as well as the University examinations, discourses, seminars, workshops, student counselling, tutorials, brainstorming sessions, remedial sessions, campus orientation , all the cultural activities, competitions and intercollegiate activities, are

conducted in the lecture hall. The guidance of practice lessons, micro teaching sessions and simulated lessons are conducted in different groups in the same lecture hall making best use of available levels of the college lecture hall. The college lecture hall is also utilized to conduct small group method and optional paper lectures.

Three other rooms are all used similarly for conducting psychology experiments, small group activities, method lectures and special field lectures for smaller groups, guidance sessions, student counseling, tutorials, brainstorming sessions, remedial sessions, care and share activities, adopted group meetings, simulated and micro teaching sessions and campus interviews as well as such competitions which have smaller number of participation. The psychology lab is also equipped with psychology equipments and psychology Tests. The college proposes to use a section of the psychology Lab as the Career and Counseling Center. As each of the rooms is operational with a computer and internet facility these rooms are also used to conduct seminar presentations, workshops and CAI presentations. During the university examinations the psychology room is converted to the control room of the exam centre. The college has recently acquired one more LCD projector which is being utilized in any of the smaller rooms.

The lectures for the special field of Computer Education are conducted in the Computer Lab. The computer lab has 25 systems and high voltage inverter is installed to ensure regular and uninterrupted power supply.

The college has a long and spacious corridor which has notice boards for display of notices related to admission, placement, collegiate and intercollegiate activities, examinations, practicum and weekly time table. During art competitions and important events the entire corridor is decorated with display of beautiful art work in form of rangoli.

The staff room is big enough and accommodates the faculty with provisions for storing reference books and other belongings. It also has small storing cupboards and lockers. The appliances like the microwave, a refrigerator and a filter are for the use of all the staff members. The staff room is equipped with a computer station and internet facility. Each faculty has an allotted work place table with sufficient storage facilities. The arrangement of the staff room enables the faculty to do their task individually as well as conduct reflective discussions

whenever the need arises. The library besides its regular functions also assists in providing space for conducting guidance sessions, micro teaching, self study and counseling to adopted students.

3. How does the institution consider the environmental issues associated with the infrastructure?

The college infrastructure provides bushy green atmosphere clean and good ventilation, privilege of enjoying free air, proper sanitation, fire protection, a strong and structurally stable building. The local Panchayat has issued a certificate in respect of sanitation and environmental fitness of the location of the college. The institution has been certified by the department of fire service. Fire extinguishers have been fitted in vantage points. The institution has further acquired stability certificate from competent authority.

4.3 Library as a Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

The college has highly qualified and well motivated librarian who has organized an efficient and effective library service system using her technical knowledge about the automation and functioning of the library.

In order to offer technical hand support to the librarian, the college has encouraged one of the college support staff to complete a certificate course in library handling.

Besides, the members of the Library Advisory Committee are available for discussion and consultation as and when required to add on to the material and collection in the library. The library has two individual computer terminals with internet facility. The faculty in-charge of the technology cell takes care of the repairs and maintenance of computers with the help of servicing personnel who are on contract. The library has well furnished reading room to seat about 50-60 readers. It is equipped with reprography, collection of audio-video cassettes and CD's on various topics of relevance to the student teachers. Most of the library services are computerized.

2.What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.

The users of library are students of M.Ed., alumni, besides the faculty and regular B.Ed. students. Also the library facility is extended to the members of the parent body as and when required.

The following are the library resources available to the staff and students:

No. of books volume & titles-

No. of Books - 7527

Titles - 2650

No. of Reference Books – 4957

Journals- 26

e- resources - 02

Audio- visual teaching material

CDs 41

Cassettes 49

Software LIBSUITE

The library also plans to introduce certain important schemes to offer its best services through:

- a) **Selected Dissemination of Information (SDI):** Faculty members are informed about the articles in the journal and other sources of information related to their teaching subject, area of research and other academic interests.
- b) **Display of the book:** The new additions to the library resources are displayed on the display board.

3. Does the institution have in place, a mechanism to systematically acquire the required library resources for adequate access, relevance etc. and its proper administrative management? If yes, give details including the composition and functioning of library committee.

A Library Committee formed every year acts as an Advisory Committee to collate and decide periodically or as and when required in finance and other matters of library concerns. They also decide and review on available resources, suggest addition of specialized magazines/journals, purchase of new books and also monitor enhancement and upgrading of library facilities to the satisfaction of its users.

The college Library Advisory Committee constitutes of the following:

- The Principal is the Chairperson.
- The Librarian is the Secretary.
- Two faculty and
- The Library support staff as members.

The library advisory committee provides guidance in the selection for purchase/subscription of the library, extension of library services to faculty, student teachers and other members of the community, purchase of books and equipments in the library, and revision of library subscription.

The Committee also takes decisions with regards to the following:

- a. Purchase of books
- b. Automation of the library
- c. Maintenance of the library
- d. Effectively running the book bank for economically backward and deserving students
- e. Advisory committee for the library during last three years

1. Is your library computerized? If yes, give detail

The college library is partially computerized. The college has the LIBSYS Educational software.

- 2. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.**

The library has one computer with the internet connection. The Library also has a photocopier and laser jet printer for both staff and students.

The services are given to our user at minimum cost. Students and staff members are using the library services during the library hour, break time, after college working hours and during their free time.

- 3. Does the institution make use of Inffibnet/Delnet/IUC facilities? If yes, give details.**

No.

- 4. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)**

Library being a service oriented component of an educational institution, all possible efforts are made to extend its facilities and resources to its users for maximum possible hours in a day. The library is open for all working days of the week for student teachers and for the faculties from 8:30 a.m. to 5:30 p.m.

- 5. How do the staff and students come to know of the new arrivals?**

The new arrivals are flashed through a notice on the library notice board. Also these arrivals are displayed on the stand or on the display board. Periodically an exhibition is organized to display the books newly purchased in the library.

- 6. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?**

The book bank issues books for the deserving students who are economically backward. The students are provided with text books through the book bank.

7. What are the special facilities offered by the library to the visually and physically challenged persons?

To those who are not able to walk to the library, their friends are permitted to take books from the library (particularly, to the physically challenged persons).

For the visually impaired student – teachers readers are allowed to read for them.

At present there is no such user in our college.

4.4 ICT as Learning Resources

1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

Facilities Available	Use of the available facility
Computer laboratory	The college has a well equipped computer laboratory with 25 Computers. There are 04 computers in the college office, 01 computers in the library,
Hardware	All the computers are multimedia computers
Software	All the computers have windows with Microsoft 7 on all computers, application software such as Photoshop, Flash and

	Dreamweaver.
Internet connectivity	All computers in computer laboratory, 04 computers in office, 01 computer in library have internet connectivity. The faculty and student teachers have access to internet connectivity.
Audio Visual	The college has a resource room with maps used in History and Geography, Models in science and mathematics, CAI packages in subjects of History, Geography, Maths, Science, English, and Encarta encyclopedia CD's

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

- The B.Ed course curriculum has the provision for compulsory Computers practicals In the syllabus of Computers in Education, topics such as Word Processor, Spreadsheets, PowerPoint presentations and Internet are included. As per the Practicum work suggested in B.Ed syllabus the student teachers are trained to prepare Computer Assisted Instruction packages.
- The computer skill training is given to both computer and non –computer science students through value added course, in which students are taught on the topic Ms office tools MS – word, MS – Excel and MS – Power Point
- In addition students are trained to
 - ❖ Download text, images and web pages
 - ❖ Develop Communication skills
 - ❖ To send E-mail
 - ❖ Drawing skill using paint brush
 - ❖ Data manipulation skill using ms - excel

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

ICT is used in all subjects in the curriculum; as a teaching, as a method for recording work, as part of the student teachers' work e.g. using internet for curricular and co-curricular work, and as an assessment tool,

The college Principal always encourages the use of computer technology and LCD projector in the process of curriculum transaction such as conducting of lectures, demonstration lessons, workshops, seminars, orientation to research, open book assignment, and preparation of CAI packages. The faculty is encouraged to access the internet to do reference work for their lectures, research, seminars, and workshops. The faculty is provided with the facility of the printers and copier machine for preparing transparencies, handouts and course material. The student teachers are also enthused to prepare their seminar and workshop presentations using the college computer facility and use the media of LCD projector and OHP to execute the same. The student teachers utilize the internet and audio video facility of the college to prepare for their simulated and practice lessons.

4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

Major areas	Use of technology
Developing lesson plans	Student teachers are encouraged to refer to internet for innovative, interesting techniques for teaching, additional information on the units to be taught.
Classroom transactions	Student teachers wherever possible use OHP projectors, LCD projectors, laptops, colored printouts in their lessons.
Evaluation	Student teachers prepare computerized worksheets; display the questions .

Preparation of teaching aids	Student teachers prepare CAI packages in their respective methods.
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4.5 Other Facilities

1. How is the instructional infrastructure optimally used?

The College has three method rooms and a multipurpose room with a seating capacity of more than 100.

The multi-purpose room is equipped with powerful Audio- Visual systems. Cultural festivals, large student congregation, college day celebrations, teacher's day celebrations and other festive activities are held here.

The college library stacks a good collection of books in different fields and all basic texts that the student teachers may be required to refer frequently. The collection also contains some very rare and valuable books.

The Placement Cell invites potential employers to hold interviews and select suitable students for different positions. Placement Cell also conducts periodical training programs in Personality Development, Preparation of Resumes, Interview Skills, Soft skills, etc. to prepare student teachers for their career search.

The college has reprographic facilities with Xerox machines

The college has two separate toilet blocks and two drinking water points spread over.

The psychology lab is used for conducting experiments and Guidance and counselling sessions.

The computer lab is used for conducting computer classes, CAI packages, netsurfing, and publication purposes.

All the rooms are flexible to accommodate group work like guidance for lessons, pre-practice te programme, simulated teaching, and brain storming sessions.

- 2.. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The institution has a well-equipped computer lab with internet facility, tape recorders, CD players for recording of micro teaching and simulated lessons, as well as for using audio texts during lectures and for practice of cultural programmes. During practice teaching if the school has the infrastructure the student teachers are encouraged to prepare and give technologically enhanced lessons. In the college the faculty uses technology for lectures as well as student teachers use it freely for their seminars, workshops and CAI lesson presentations

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The Institution has the following general and methods laboratories --

- 1] Psychology Laboratory
- 2] Rooms for different methods offered by the college
- 3] Computer Room

Upgrading of science lab and setting up language lab is in the pipeline.

The institution has acquired latest technological gadgets for teaching and administrative purpose besides upgrading the existing ones. Latest software is installed for efficient working of the institution. Reviewing and stock taking of the resources is done periodically. All the equipments are also serviced annually for their optimum use.

The review of the existing facilities is done biannually and additions and alterations are made as per need.

4 Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution

The Lecture hall is the multipurpose hall of the institution. The facilities of which have been described under Criterion IV, 4.1(3) and 4.5 (5).

As the B.Ed. course is not a technical course the college does not have a workshop.

College has play ground.

As students are from the vicinity they use public transport.

The college has musical instruments like harmonium and table which are available for conducting the cultural programmes.

5.Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms

The lecture hall has an OHP and a fixed LCD Projector, computer with internet facility, public address and audio music system which are amply used for lectures, workshops, seminars assembly and cultural activities.

4.6 Best practices in infrastructure and learning resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

A .Faculty has access and support to presentation/graphics software, audio video projectors and screens. The faculty is deputed for training for such things as web authoring and telecommunications, CAI packages.

In the faculty meetings and intellectual sharing sessions the existing successful practices are reviewed and evaluated and the new ones identified are discussed to determine what makes them successful.

Reflection of the best practices in the diversity of instruction and technology is done on the following basis:

- What is the positive and negative impact of using the best practice?
- How has the innovative practice changed certain learning styles, or foster new ones?
- What is the impact of innovative practices on students' learning?
- What is the perception of the students about the innovative practice?

B. List innovative practices related to the use of ICT, which contributed to quality enhancement.

ICT has brought a Paradigm shift in the learning environment of the institution.

ICT is used to bring into the institution world experience, provide good training materials, facilitate simulations, capture and analyze practice-teaching, familiarize student trainees with sources of materials and support, and training potential teachers in the use of technologies for teaching and learning.

ICT is used as pedagogical tool.

ICT is used for Capability Development of student teachers. The students are trained to be proficient ICT users and thereby enhancing their pedagogy effectiveness, lesson preparation, teaching and communication

ICT is used by student teachers to prepare their own digital content for the seminar presentations. The digital content in the form of animations, interactive and self paced activities are developed by some of the student teachers.

ICT has opened a whole world of lifelong upgrading and professional development for the faculty. **Networking and experience sharing among the teacher educators is facilitated by ICT.**

C. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

The college is located in a quiet and peaceful atmosphere. The college building is well furnished and provided with all amenities.

The rooms are spacious and well furnished with proper ventilation. The library and laboratories are well equipped and are upgraded every year.

Modern teaching – learning tools and methodologies are used. ICT equipment are used in every class.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (student's pre-requisite knowledge and skill to advance) to completion?

On the first day of every academic year, the students' previous knowledge is tested by individual inventory to know the areas of the interest and their needs by arranging different skillful programming. A bridge course is organized to enhance their professional knowledge. During the five days programme, the students are exposed to university norms and standards, objectives of the B.Ed., programme, and objectives of the institution and communication skills.

Institution observes transparency in admission process which is in consonance with the admission policy of state government.

The aspiring candidates have to clear the B.Ed Common Entrance Test conducted by the Maharashtra Vijnanadanit Sanstha Chalak Association, Pune which to some extent checks their preparedness for the B.Ed. course. The Common Entrance tests comprises of questions on mental ability, Teachers aptitude, Teachers attitude, and General awareness. In addition, as per the new directive introduced by the Centralized Admission Committee in 2009 the candidates seeking admission to English medium B.Ed. colleges have to clear English ability test which checks their comprehension of the English language.

The college follows varied strategies (Criterion II, 2.1-5) to assess the student's knowledge / needs, skills and awareness before the commencement of teaching programmes. The institution commences the professional preparation of the student teachers by adopting a rigorous pre-practice teaching preparation programme in the form of workshops on lesson planning, micro teaching skills, simulated lessons, and models of teaching. Besides these

pedagogy related workshops, reports from the field and college faculty conduct workshops in different areas which facilitate development of personality and moulding of value system. The institution fosters global competencies among the students by conducting interactive sessions on use of I.T. in teaching and learning. Such interactive programs help the student teachers to broaden their teaching learning competence and be better equipped to teach at international schools. A variety of such sessions enable the teacher educators to generate the student teacher's teaching aptitude, attitude towards the teaching profession, confidence level, communication skills, leadership qualities, content knowledge, team spirit, values and quality to accommodate each other's diversity, emotional, moral and social intelligence. The appraisal thus done equips the institution with vital information about the student teachers which is utilized to appropriately place them for different academic and non-academic activities and programmes.

A "Talent Search" is conducted by student's Council to identify the hidden talents and potentialities of the student teachers so that they can be suitably nurtured through various opportunities throughout the academic year.

The periodic formative evaluation for theory and practicum, the feedback and grievance redressal mechanism are all effectively revisited for bringing the programme to a successful completion.

2. How does the institution ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students?

The campus environment is inspiring and conducive for education. For recreation and information there are playground, seminar hall, computer lab and library on the campus. Students are motivated by the posters displayed on the notice board, the names of the achievers are displayed on the notice board.

In addition to the strategies mentioned in Criterion II, 2.2.1, the institution provides a transformational environment in the form of excellent infrastructure i.e. well lit, ventilated, spacious and aesthetically done classrooms, lab room, IT room, well equipped seminar room, a well-stocked library with book bank facility, an access to internet and other technological resources for smooth conduct of academic and non-academic activities.

The college endeavours to provide an academically rich culture by assisting the students in acquiring and applying techniques and methods of effective *learning transaction*, promoting problem solving and critical thinking abilities through the *quality education programme*, fostering international perspectives through workshops, talks, visits and other extra curricular activities computer and communication classes, activities equipping research and creativity.

The peer mentoring, buddy system, testimony by the alumni, the regular formative evaluation and effective feedback mechanism promote a climate of motivation. Thus the college empowers and inspires the students to make the choices required of informed, responsible citizens throughout their lives.

3. Give gender wise drop out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

Year	Dropout rate	
2010-2011	Nil	Nil
2011-2012	Nil	Nil
2012-2013	Nil	Nil
2013-2014	Nil	Nil
2014-2015	Nil	Nil

As depicted in the above table the institution has a no dropouts. This can be attributed to the regular informal and formal counseling sessions offered by the teacher educators. The institution being a teacher training institution has adult learners who come with their set of financial and family commitments. Due to these responsibilities the student teachers at times find it difficult to cope with the rigours of the B.Ed. course. The institution follows the mentoring practice where each teacher educator adopts ten student teachers. The institution

provides a time slot in the time table of the college when the adopted groups meet their Mentors (teacher educators) at least once a week. Besides this the teacher educators are also available to the student teachers on the phone. Academic, professional as well as personal counseling is provided to the student teachers. Any problem encountered by any student teacher is shared by the mentor with the rest of the teacher educators as well as the Principal of the institution. The sharing is done to ensure the extension of complete support from all members of the institution. When required the family members of the student teachers are also called for counseling.

The institution encourages a relationship of symbiotic and positive interdependence among the student teachers by following a unique practice of buddy system wherein the student teachers provide academic, non academic and personal support and assistance to each other.

The institution promotes punctuality, regularity and continuity of attendance through the mentor system, buddy system, an enabling and conducive environment for learning. This has resulted in a very low and at times negligible dropout rate of the institution. The reasons for drop outs if any can be traced to personal, social, family and financial commitments of the student teachers.

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education?

The institution has an active Placement Cell managed by three teacher educators. The Placement cell-

- networks with practice teaching schools, other schools, Junior colleges and NGO's for placement,
- arranges for campus orientation and campus interviews,
- trains and equips students for preparing curriculum vitae and appearing for interviews,
- displays information brochure of various post graduate courses in Education, Educational Technology, Special Education and other disciplines,

- coordinates with the college administrative staff to make provision for the student teachers to receive the requisite recommendation letters and transcripts for job and educational placement in the country and abroad.
- provides personal guidance to the student teachers to facilitate them to take up the most fitting job offer.

The teacher educators provide guidance to the student teachers for conducting demonstration lesson which is a pre requisite for teacher selection in educational institutions.

The Placement cell of the College has so far ensured that 90% of the students are able to get employment before their final exams..

In order to stimulate students for further academic courses the Placement cell displays circulars/advertisements on courses of study. The college is a centre for M.Ed which has inspired many of the alumni to pursue further studies in Education. Throughout the academic year the faculty motivates student teachers to pursue post graduation courses in Education and other disciplines.

The student teachers who have taken up M.Ed. [Masters in Education] have appeared NET/SET exams in education as well.

5. What percentages of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

Almost 90% of the college students take up teaching as a career. The Placement cell is instrumental in placing the students in schools affiliated to Maharashtra State, CBSE, ICSE boards and IB schools and junior and degree colleges in accordance to their qualifications. Many of them also keep their jobs and pursue post graduate programme through distance and on line mode.

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

The college provides all the facilities to our students – teachers after graduating from the institution.

- a. Research guidance is given to the alumni for higher studies
- b. Alumni often visits our college seeking academic guidance for higher studies and job information from our faculty members.
- c. Alumni can access the resources from library, e-journals, computer and internet facilities after getting prior permission from the principal.

The institution aspires to create a culture of support for its alumni. Therefore, the institution provides training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources to the student teachers after graduating from the institution with a view to provide knowledge of pedagogical teaching technology.

The training is provided in form of personal guidance that is given by the teacher educators to the student teachers for conducting of workshops, seminars, doing research projects, assignments, setting up of exhibitions or for any other matter such as pursuing higher education or change of job. This is done on demand from the student teachers. The student teachers can register themselves in the institution library and can avail of all the resources of the library including the technological resources in the form of CD's, cassettes and CAI packages.

6. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

Yes, The College has provided placement services to the students

- One faculty member is in charge for Placement Cell
- Campus interviews are conducted towards the end of the every year and students are selected
- by various schools as per their requirements.
- Every year the placement training programme is conducted in the college.
- There is large networks with practice teaching schools, other schools, Junior colleges and
- NGO's for placement,

Following are the functions carried out by the Placement Cell of the college:

1. arranges for career talks
2. documents the details of the recruitments,
3. prepare database of student placements,
4. displays the letters of requirement of teachers by schools for the reference of students on the college Placement board,
5. makes placement announcements in the classroom,
6. provides assistance to the education institutions to take apposite recruiting decisions,
7. displays information brochure of various post graduate courses in Education, Educational Technology, Special Education and other disciplines,
8. disseminates information on job vacancies,
9. creates a comfortable interactive interface between the school authorities and the student teachers,
10. trains and equips students for preparing curriculum vitae and appearing for interviews,
11. guides students for demonstration lessons,
12. shares expertise and resources of the institution with the schools for conducting campus orientation and campus interview,

Almost 90% of the students of the college are placed every year by the Placement Cell. The remaining 10% of the college students who are not employed is more out of personal, educational and family commitments.

7. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

Due to the demand for qualified teachers, the institute does not face any major problems in placing students in schools. The College is continuously touching with various schools for the placement. The College does not face any difficulty in the placement purpose.

8. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

The institution has arrangements with practice teaching schools for placement of the student teachers. This is done through two ways. During practice teaching the Principals and other supervising authorities of the school observe the lessons and conduct of the student teachers. The student teachers are then asked to put in their applications in the school. The school authorities then get in touch with the Placement cell of the college and in consultation conduct interviews and recruit the student teachers.

The second way involves the practice teaching schools conducting the campus orientation for all the hundred student teachers in the college campus. The campus orientation by different schools provides an opportunity to the schools to interact directly with the prospective teachers. It also provides a platform for the schools to familiarize the student teachers with the philosophy of the school, the various activities and achievements of the school and the expectations the school has from the future teachers. After the campus orientation the student teachers are invited to give in their curriculum vitae to the school. The school after scrutinizing the curriculum vitae, conduction of interviews and lesson demonstrations of the student teachers recruits them.

5.2 Student Support

- 1. How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

Portfolios related to curricular, co-curricular and extracurricular activities are allotted to different teams of teacher educators as per their choice (in rotation). Each team is responsible for the smooth functioning of their own portfolios. The allotment of duties and the decisions regarding the handling and sharing of papers, general topics, portfolios/activities /programmes is

communicated orally as well as in the written form via staff meetings, through the staff circulars and through individual meetings of the Principal with the staff in charge before the commencement of the academic session. This is done to provide each team with ample time for creative and constructive planning of the entire years activities related to the given portfolio. The tentative planning for each portfolio is done in consultation with the Principal and other faculty; by the team of teacher educators in charge of the same. The proposed plan thus prepared is taken into consideration while mapping the academic calendar which is then finalized through focussed and participative discussions in the staff meetings.

The institution organizes a wide range of curricular, co curricular and extracurricular activities during the academic year in order to integrate the theoretical knowledge with the practicum, to promote competency learning for fostering global competencies, to create a learning environment of responsibility, teamwork, and collegiality, and to emphasize the social responsibility of the student teachers for fostering national integration and developing good citizenry.

A feedback regarding the effectiveness of the activities /programmes are sought from all the stakeholders like following

- a. Students-teachers
- b. Teacher – educators
- c. Alumni
- d. Parents
- e. Practicing School Principals and Teachers

Programmes are modified according to their suggestions and feedback for improvement.

2. How is the curricular planning done differently for physically challenged students?

There are various planning for physically challenged students which are as follow:

- a. There is provision to ensure that such student teachers are allotted with practice teaching schools situated in the close vicinity of their residence.

- b. The institution intervenes for the consent and support of the practice teaching school by requesting the school authorities to allow the conduct of the student teachers' lessons in the classes situated on the ground floor.
- c. Such student teachers are also permitted to be seated while conducting the practice lessons.
- d. The institution ensures that the peer group is sensitized towards the problems faced by the student teacher and is encouraged to accommodate and assist the student teacher whenever required.
- e. They are advised to sit on the first row so that they can see, hear and communicate with teachers.
- f. To help them, ICT facilities are provided for their curricular activities and concession is given to them in the fee structure.
- g. Their friends are allowed to take books from the library on their behalf.

3. Does the institution have mentoring arrangements? If yes, how is it organized?

The institution has mentoring arrangement in the form of 'Adopted Students' for all its hundred students to provide educational cum personal guidance. Each faculty is put in charge of ten students per teacher. Mentor-student meetings are scheduled in the college time table and together they endeavour to enhance study skills, time and stress management skills. Individual counseling and telephonic assistance is offered to the students if required to solve problems pertaining to personal, family and academic life. When required, the family members of the student teachers are also called for counseling. Each teacher educator updates the Principal and the rest of the faculty about the outcomes of the 'Adopted Group' sessions so that any significant problem or issues concerning the student teacher can be identified and tackled in a positive and beneficial manner.

The college also provides impetus to peer mentoring through the practice of 'Buddy System' wherein the student teachers support each other in every aspect of an individual's functioning.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

For enhancing effectiveness in teaching the faculty is required to attend the orientation, refresher courses, various International /National/ State level Seminars/Conferences, present and publish conceptual and experiential papers. The faculty is supported to take up institutional and action researches, publish their research findings and incorporate them in their teaching.

In the institution's quest for quality enhancement 'Intellectual Sharing' of innovative ideas, teaching strategies among the staff is promoted.

The problems of the students are identified through teacher-mentor system by the faculty and discussed with the principal. The institution takes appropriate steps to help the students to overcome their problems.

To augment qualitative teaching procuring and analysis of feedback of student teachers and restructuring the curriculum transaction is periodically undertaken.

The efficacy of the mentoring programme is enhanced by evolving strategies like reviewing of model answer papers, solving of previous year's question papers.

5. Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?

The institution has its website (www.swayamsiddhieducation.com) and it is regularly updated.

On the website a surfer can access information about the college vision, mission, goals and objectives, the management, the admission procedure, details of the faculty, course details, evaluation and internal assessment regulations, facilities provided by the college, the academic calendar depicting the college activities. Besides that the website plans to keep the alumni and

all those interested updated about the programmes, workshops, seminars that are conducted in college by the faculty and experts from outside. For the benefit of the research scholars and others the college website also provides links to e-journals and free e-libraries.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

The low achievers are identified from the various formative evaluation techniques like micro teaching lessons, essays, terminal exams, open book assignments and content tests. The remedial programme is in the form of exhaustive guidance and practice in lesson planning and delivery, focused observation of model peer lessons. For facilitating remedial programme in theory, small group remedial sessions are organized to ensure concept clarity and better assimilation of curriculum. Re-exams for performance improvement are held for the academically low achievers.

7. What specific teaching strategies are adopted for teaching?

a)Advanced learners and (b) Slow Learners

(a) Advanced learners: Advanced learners are provided with tips for effective writing of exam. The students critically review and reflect upon the papers of high achievers of the past. Student teachers with excellent communication skills and content mastery are provided varied challenges by allotting them to schools of repute as well as to schools catering to first generation learners for conducting practice lessons. Such challenging situations stimulate and motivate the student teachers to perform better. They are also encouraged to conduct their practice lessons in higher classes so as to undertake the responsibility of generating interest among the adolescent learners. They are motivated to adopt self-learning methods through books, internet, CDs, CAI package. Advanced assignments like project, E group assignments are provided to them.

(b) Slow Learners: Slow learners are provided remedial programmes as discussed in Criterion V, 5.2-6. The following measures are taken for the slow learners:

- a. There are academic counseling programmes to help the slow learners to shed their inhibitions.
- b. The slow learners are guided to prepare for the examination by going through previous years question papers. Special attention is paid to them to get over their difficulties and when it is found not up to the mark, remedial measures are taken to improve their proficiency.

Both categories of students are constantly motivated to give their best by the faculty and Principal through various feedback mechanisms such as the mentor student meetings, brain storming sessions and individualized feedback of student teachers by the Principal.

8. What is the grievance redressal mechanism adopted by the institution for students?

What are the major grievances redressed in last two years?

There are two types of grievance redressal mechanism in the college:

- a. Formal
- b. Informal

There are mechanisms like Student's Grievances Cell which is formal in nature. It is constituted every year under the chairmanship of a senior most Teacher-educator.

On the informal front mentor - student teacher meeting is convened through which the respective teacher educator conveys any student teachers' grievance to the Principal of the institution and measures are taken accordingly.

The Principal of the institution also follows an open door policy for addressing the grievances of the student teacher. The Quality circle mechanism has been adopted for redressing problems where the focus is always on counseling rather than on punitive action.

Major grievances that has been redressed:

- Permission for Muslim student teachers to go for Fridays mass
- More number of Volumes on Education added in the library
- In special cases number of books to issued by library has been increased
- Special fee concession has been sanctioned by the management for economically backward and deserving candidates.

9. What are the various guidance and counseling services available to the students? Give details.

Academic Counseling Service

The low achievers are found out through Internal Assessment Test and Special care is given to them. Remedial coaching is conducted. Counseling with parents and respective teachers are also conducted.

Career guidance service

Skill development classes, communication orientation classes and life skill classes are conducted. Employment opportunities are brought to the knowledge of the students.

Grievance and redressal cell

The Cell understands the problem of individual students through tutor mentor system and rectifies the problem in consultation with the Principal and the Management.

Personal counseling

Personal Counseling is conducted with the help of Psychologists, Doctors, Lawyers and reputed persons.

10. How is the progress of the candidates at different stages of programs monitored and advised?

A unique feature of the college practice teaching is that all faculties are deputed to different practice teaching schools on a rotational basis so as to ensure that all the hundred student teachers are benefited by the expertise, experience and perception of every teacher educator. To keep abreast with the academic developments and trends of the student population the college principal also undertakes the task of guidance of practice lessons and observation of practice lessons in schools. An integral part of practice teaching is to facilitate a holistic feedback of the performance not only through feedback from teacher educators but also from peer, school teachers, supervisors, and the school principal.

Weekly essays and end of the term examinations are used as diagnostic tools to identify student teacher's potential and weaknesses. A list of the high and low achievers, and those who need special attention is prepared and a separate plan of action in the form of 'remedial sessions' are devised to help out these student teachers.

The Principal plays a pivotal role in the monitoring and advising mechanism, by individually meeting the faculty and student teachers and calling for parents meeting if the need arises. Student teachers' mentoring also gives the faculty an opportunity to advise the student teachers.

A policy of ever motivating and inspiring the student teachers to do better is adopted; good students to excel, average students to do better and weak students to buck up.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

At the beginning of the academic year a workshop is held on Lesson Planning. Assignments on writing lesson plans are given to the student teachers which are thoroughly discussed and checked by the faculty. Demonstrations in micro teaching skills by the faculty and in macro lessons by the faculty and alumni are carried out. The student teachers are encouraged to observe the lessons very minutely and detailed discussions are carried out on them later. During micro teaching sessions the student teachers are encouraged to make audio recordings of their micro lessons of teach and re-teach sessions and are given a detailed oral and written feedback to help them improve their skills.

The students are provided with microteaching classes during which microteaching skills are imparted and practiced. Then they undergo practice of simulation classes and the pre practice teaching classes for gaining confidence as well as good teaching experience.

- Pre practice training is arranged at the institution for 5 days. Each student teacher would take
- at least two lessons.

- Several schools are selected for the teaching practice according to the convenience of the student teachers.
- 40 days teaching practice and 40 lesson plans are allowed to practice and take the classes.
- Teacher educators are visiting the concerned schools on more than 50% of the practice teaching days. The teacher educator also discusses with the guide teachers in the school about the performance of the student teachers and take necessary steps for correction.

The student teachers after acquiring mastery in executing micro lessons are trained to deliver Bridge lessons where they integrate the different skills of micro teaching before they are sent to schools and junior colleges for their practice lessons.

During practice teaching the student teachers are allotted to Method Masters who guide them thoroughly for their practice teaching lessons. They are given a detailed oral and written feedback from all faculty, so that they get an all round feedback from various perspectives. The faculty also observes and comments on whether the student teacher is incorporating and working on the suggestions for improvement given by the various staff members. The student teachers are encouraged and guided to use different teaching techniques and models of teaching which the faculty demonstrates through their interactive and hands on workshops.

In case any student teacher is found to be weak their lessons are delayed, they are encouraged to observe some more lessons, guided thoroughly before they resume giving lessons. In special cases the schools of certain student teachers are changed if they are unable to meet with the demands of the school.

The institution provides the student teachers with facilities like references in the library, map, globes, roller boards, science apparatus, CDs and CAI (prepared by the past students) to be used for practice teaching.

Motivation is provided to all student teachers; those excelling in practice teaching are acknowledged and applauded in the class, sometimes even asked to demonstrate their excellent lessons before their peer, the weak students are positively motivated to do better.

Certificates are given for displaying creativity, versatility and other exceptional qualities in practice teaching are instituted and publicized in the prospectus which motivates the student teachers to do better.

5.3 Student Activities

1. Does the Institution have an Alumni Association?

Institution has an Alumni Association called 'Swayam Siddhi College of Education Alumni Association'

If yes,

(I) List the current office bearer

The Alumni Association was constituted in the year 2003. The interested Alumni took up the responsibility of organizing different alumni activities. The following are some of the Alumni who have taken up the responsibility of organizing different activities:

President – Mrs. Momin Aqsa

Secretary – Mrs. Kavita D. Patil

Office Bearers – 1) Yogita Sawant

2) Fakira Qureshi

(ii) Give the year of the last elections

There has been no formal election. The institution along with interested alumni took up initiatives to organize events at regular intervals. The institution is in the process of conducting formal elections to nominate office bearers to the Alumni Association.

(iii) List alumni association activities of the last two years.

The alumni is kept posted about and invited to be a part of, all events/happenings of the college through the telephone, e-mails and college website.

The Alumni involved in

- Citizen Camp-Food provided
- Academic Guidance
- Rendering help in extension activities
- Donating book for Book bank
- Providing books for economically weak students
- Consultancy services
- Academic Guidance

Alumni are invited to attend Workshops conducted by experts as well as the college faculty.

- The alumni are invited to interact with the new batch of student teachers to share their experiences
- The well placed alumni are invited as experts to conduct sessions on latest educational trends.

Moreover they assist the faculty in organizing practice teaching programme.

(iv) Give details of the top ten alumni occupying prominent position.

The Institution being established since 2004 many of its alumni hold prominent positions in Mumbai and its suburbs as Principals, Vice Principals, and Supervisors in schools and Lecturers in Junior Colleges. A few of the alumni who had come from other states and had completed their teacher training course through the college are also placed at distinct positions outside Maharashtra. Besides this, many of the student teachers have migrated to foreign countries either for higher studies or as teachers in schools abroad.

Following is the list of few of them

- 1) Mrs. Kavita D. Patil is working as Vice-Principal and Supervisor of a secondary school at Bhiwandi.
- 2) Mrs. Momin Aqsa is working as Assistant Professor in College of Education, Bhiwandi
- 3) Mrs. Yogita Sawant is working as teacher of an International School in Mumbai.

v) Give details on the contribution of alumni to the growth and development of the institution.

The college always arranges in the beginning of the year a meeting between the alumni and the student teachers of the new batch. The purpose is to interact with the students teachers and orient them to the course, clarify their doubts and put to rest their anxieties, guide them for time management and preparation of notes. They also give demonstration lessons in the different methods for the student – teachers

The contribution of the alumni may briefly be summed up as follow:

- Alumni offer their suggestions for institutional development in the meeting
- Alumni share their experience with current students
- Alumni have donated books for the book bank

2. How does the institution encourage the students to participate in the extracurricular activities including sports and games? Give details on the achievements of students during the last two years.

The faculty keeps motivating the student teachers for taking part in the extracurricular activities by reiterating its importance for the development of their personality. There is separate time allotted in the time table for announcements to be made regarding the various inter collegiate activities/competitions held during the academic year. The faculty in charge personally takes an active interest in grooming the participants for the various inter- collegiate competitions such as debates, essay writing elocutions, music competitions, painting, dance, and games.

Every year the college organizes a **Sports Day** and every student along with the faculty took part in the various events and the winners were awarded with certificates.

3. How does the institution encourage the students to publish materials like catalogues, wall magazines, college magazine and other material? List the major publications/ materials brought out by the student during the previous academic session.

Magazine is prepared by the students. The college encourages the students to exhibit their creative talents in the college magazine. The editorial board executes the plan as per the advice of the Library committee. Science materials are displayed in the science corner. Art and Craft materials are developed by the student teachers. Wall magazines are placed in the library.

4. Does the institution have student council or similar body? Give Details on- constitution, major activities and funding.

There is no formal Student's Council elected in the college premises, but in order to carry out various co-curricular and extracurricular activities in the college, there is a provision for forming Students Committee every year.

The said student Committee under the valuable guidance of the faculty in –charge takes a keen interest in planning, organizing and conducting several events throughout the academic year. The major activities conducted during academic year 2013-14 are as follows:

- Guru Purnima
- Friendship Day
- Independence Day
- Teacher's Day
- Navaratri – 'Aavi Navli' Eid Mubarak'
- Excursion to 'shanti van, Panvel
- Mehendi ' rangoli Competition
- Republic Day-'Amar Rahe Azadi'-Patriotic song Competition
- Sports Day
- Science day
- Educational trip to Mumbai
- Annual Day

- Poster making competition on the theme of 'Women Empowerment' 'Children's Education' and 'Environmental Degradation'

During the academic year 2014-15 an excursion to Nehru Planetarium, Nehru Science Centre, Worli and to Museum at Fort was organized in addition to other regular celebrations.

5) Give the details of various bodies and their activities (academic and administrative), which have student representation on it.

Following is the list of various bodies (Committees) which have student representation on it:

- Discipline
- Hospitality
- Decoration
- Assembly
- Notice Board
- Invitation Cards
- Cleanliness and Maintenance
- Minutes of Meetings and Reporting
- Attendance
- Community work
- Student's Grievances Cell
- Magazine Committee
- Sports Committee
- Library Committee
- Planning Committee
- Co-curricular Committee
- Study –tour Committee

After forming these committees the student teachers are briefed about their role and duties and the faculty in- charge with whom they would be working and reporting to.

- 6) Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

At the end of the academic year a written feedback is taken from the graduating student teachers regarding the effectiveness of the teacher educators and the services provided by the institution. This provides an insight into the student teacher's perceptions of the course transmission and is utilized to fine tune the educational transaction in the institution. The institution does not have any formal mechanism to seek the feedback from its alumni and from employers but the feedback received during the interactions with the alumni, teachers and principals of various practice teaching schools is definitely considered to enhance the development of the course programme.

Feedback from the graduates and employers are collected to improve the preparation of the programme and the growth and development of the college.

Graduates' suggestions:

- To conduct more internal examinations.
- Practice teaching may be arranged in nearby schools .
- In the Club activities the graduates' advice are taken into account.

Employer:

- Results improved
- Placement and consultancy services are conducted
- Extension and outreach programme are conducted

5.4 Best Practices in Student Support and Progression

1. Give details of best practices in Student Support and Progression?

- **Morning assembly**

This is an integral part of any educational institution but what makes it the unique is the manner in which it is organized and the variety of activities that are a part of it.

The assembly is conducted by the student teachers and it is ensured that every student takes the opportunity to be a part of the aforementioned activities at least once to as many times as possible.

- **Communication class**

Student teachers with weak communication skills are coached and provided with a lot of practice in communicating specifically in the classroom situation. They are groomed also in their pronunciation and stress. Classroom etiquette, giving instructions, asking questions, framing interactive questions while using a teaching aid etc. is taught to the students. This infuses a lot of confidence in them to face the class and improve their competency in practice teaching.

- **Gardening**

The college Environment Club guides the students to nurture different kinds of plants in the college terrace 'garden'. They also prepare small pots with ornamental plants to be gifted to the schools of practice teaching at the end of their practice teaching term instead of a floral bouquet. Besides the whole year they tend and nurture the plants and look after their upkeep.

- **Student Adoption**

The institution follows the mentoring practice where each teacher educator has ten student teachers adopted by her. The institution provides a time slot in the time table of the college when the adopted groups meet their Mentors (teacher educators) at least once a week. Besides this the teacher educators are also available to the student teachers on the phone. Academic, professional as well as personal counseling is provided to the students.

- **Tutorials and Brainstorming**

Before the exams the student teachers are divided into small groups for tutorials wherein the student teachers get a chance to get their doubts clarified.

One of the best and unique practices of the college is the 'Brainstorming' sessions conducted after every term examination wherein the question paper and the feedback received by the student teachers is discussed in detail.

A unique feature of the college is the 'remedial sessions' which the college organizes for the student teachers who are unable to cope up with course curriculum. These sessions are conducted outside the timetable and provide more concentrated and corrective inputs to the students enabling them to deal with the rigours of the course.

CRITERION VI GOVERNANCE AND LEADERSHIP

6.1 Institutional Vision and Leadership

1. What is the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The institution's stated purpose, vision, mission and values are as follows:

Swayam Siddhi college of Education has made a niche for itself in the arena of education by spreading its fragrance with the budding teachers assiduously nurtured and groomed towards excellence to serve the society

The institution maintains its focus on the vision and mission for effectual conduction of curriculum design and development.

VISION

The vision of the institution is *Empower, Emerge, Evolve and Encompass*.

- *Empower* to sow the seeds of knowledge
- *Emerge* to nurture the innate potentialities
- *Evolve* to blossom into an integrated personality, and
- *Encompass* to commit/pledge to the global society.

MISSION

The mission is the statement of the fundamental contribution or reason for existence.

The following mission statements are carried out to achieve the vision of the institution-

- develop core competencies by providing knowledge base to student teachers,

- develop practical competencies by creating a learning environment, developing teaching learning strategies and developing resources to support learning,
- develop reflective competencies to help student teachers to reflect on how language, disability, race, gender, geographical locations and other differences impact on learning and appropriate adaptation of teaching strategies,
- to build up the capacity of student teachers to adjust and respond to the diverse needs of students to create an inclusive classroom environment,
- to sensitize the student teachers to social purposiveness reflected by concepts like equality, equity and secularism,
- to align the transaction of the curriculum [theory and practicum] and non-curriculum in consonance with the core values described by NPE 1986, and Constitution of India,
- to bring a global perspective to the curricular and total student teacher's experience,
- to endeavor to promote research skills,
- to build up the capacity of student teachers to integrate ICT in curriculum transaction,
- to develop responsiveness to community needs.

INSTITUTIONAL GOALS

Goals are broad statements of accomplishment of the Program.

Learning Process

- 1. Student admissions:** to recruit and admit students with the personal characteristics, attitudes and behaviors to become competent and caring teachers,
- 2. Competency learning:** to provide multiple opportunities to learn the defined competencies throughout the curriculum,
- 3. Learning strategies:** to promote effective, interdisciplinary learning in which student teachers actively construct and interpret information in multiple settings of practice teaching and theory,
- 4. Instructional methods:** to vary instructional methods as appropriate to accomplish specific learning outcomes,

5. **Integration:** to integrate and co-relate theoretical knowledge with practicum.
6. **Content focus:** To ensure that Program content focus on both theoretical and practicum aspect,
7. **Assessment:** to implement assessment procedures that are formative, summative, varied in techniques and include self- and peer-evaluation. to ensure that the defined competencies are effectively learned and satisfactorily performed.

Learning Environment

1. **Orientation:** to provide student teachers with orientation when entering B Ed course and when beginning practice teaching and other program.
2. **Responsibility:** to provide opportunities and support for student teachers to learn to take responsibility for their own learning,
3. **Teamwork and collegiality:** to create and maintain an environment that fosters teamwork and collegiality,
4. **Student support:** to support student teachers through effective, sensitive counselling, individual and group support, and career planning and placement,
5. **Faculty interactions and role models:** to promote faculty student interaction and provide role modeling for student teachers,
6. **Respect:** to respect all student teachers, regardless of gender, race, age, disability, religion, or sexual orientation,
7. **Communication:** to maintain an environment that encourages open and effective communication among all student teachers, faculty and staff involved in the Program.

5. **Integration:** to integrate and co-relate theoretical knowledge with practicum,
6. **Content focus:** To ensure that Program content focus on both theoretical and practicum aspect,
7. **Assessment:** to implement assessment procedures that are formative, summative, varied in techniques and include self- and peer-evaluation, to ensure that the defined competencies are effectively learned and satisfactorily performed,

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SOCIAL RESPONSIBILITY

- 1. Program emphasis:** to emphasize within the Program a) micro teaching, b) simulated lessons, c) practice teaching, d) integration of NCTE core values e) promoting ICT
- 2. Needs identification:** to establish feedback mechanisms to work with practice teaching schools served by the Program.
- 3. Enhance awareness:** to enhance awareness of opportunities for becoming effective teachers.
- 4. Community needs:** to specifically address the social needs of the community time to time.

SR5. Leadership: to prepare effective leaders during the Program.

- 6. Placement:** to ensure that the student teachers are highly sought after as candidates for teachers in variety of schools.

Faculty

- 1. Faculty recruitment, retention and recognition:** to recruit, retain, and support faculty members with potentials and to encourage, recognize and reward their educational achievements and contributions and develop their profile.
- 2. Faculty development:** to provide a rich learning environment for faculty professional development, creating a culture of support and challenge and ensuring a high level of faculty competence in teacher education,

PARTNERSHIP

- 1. Partnership with Educational Bodies-** to establish greater cooperation and an educational responsibility with, S. N.D. T UNIVERSITY, NCTE, and other bodies,
- T2. Practice teaching school partnerships:** to involve practice teaching schools in the Program.

Research

Research Orientation: to offer an educational Program that facilitates and enhances research opportunities for student teachers and faculty.

PROGRAM IMPROVEMENT

1. **Ongoing evaluation and improvement:** to implement a system to support continuous Program evaluation and improvement, regarding both learning goals and Program goals.
2. **Faculty assessment:** to provide assessment and feedback to faculty, to maintain quality standard in the Program.
3. **Student assessment:** to use student teacher assessment that is formative, summative, varied in strategies and includes self and peer evaluations.

Scholarly Contribution

1. **Dissemination:** to contribute to the professional literature on the theory and practice of teacher education.
2. **Knowledge sharing:** to encourage and support workshops and conferences.

Innovation

1. **Orientation:** to encourage the exploration and use of promising new ideas in teacher education.
2. **Initiation:** to provide avenues such as meetings, forums and conferences for faculty, student teachers, and staff that facilitates the creation and sharing of innovative approaches to teaching/ learning.

3. Rewards: to recognize and reward successful innovative ideas and achievements by student teachers in the Program.

Global Competency

1. **Exchanges:** to encourage and support faculty, student teachers and staff in gaining experiences by deputing them for national, international seminars, conferences, workshops.
2. **Students:** to attract, admit and educate a diverse group of student teachers in the Program
3. **Knowledge sharing:** to encourage knowledge sharing with other B.Ed colleges, practice teaching schools and stakeholders.

INSTITUTIONAL OBJECTIVES

Objectives are specific statements of accomplishment for the Program.

The following are the institutional objectives

1] Exit competencies: to ensure that every graduating student teacher meets or surpasses the competency requirements necessary for proficiency in teaching as a foundation for lifelong learning.

2] Learning Objectives: To ensure that the student teachers acquire competencies specified for the B.Ed. Program, viz,

1. Knowledge integration:

Knowledge skills relate to the acquisition, maintenance, integration and use of knowledge. Student teachers should be able to demonstrate an in-depth knowledge of

- relationship between philosophy and education,
- contribution of Indian and western philosophers,

- mutual influence of society,
- human rights, peace education, democracy, modernization, gender issues,
- psychology of learner and process of learning,
- concept, techniques and tools of educational evaluation,
- innovative and creative techniques of teaching,
- contemporary issues in the field of education.

2. Communication skills: These skills relate to communication between teacher and student, teacher and administrators, teacher and colleagues, teacher and parents.

Student teachers should be able to demonstrate that they can-

- listen carefully,
- observe non-verbal cues,
- demonstrate an understanding of the students, their feelings,
- communicate truthfully and effectively both verbally and in writing,
- develop and maintain effective relationships with all stake holders,
- apply negotiation, decision making, problem solving and conflict resolution skills in interpersonal relationships.

3. Effective Teaching: Student teachers should be able to demonstrate proficiency in

- selecting and using appropriate and diverse teaching methods, techniques, strategies for unit transaction,
- selecting, preparing and using appropriate and relevant instructional material for unit transaction,
- reflecting on their own strengths and weaknesses in the process of teaching for self improvement,
- focused observations.

4. Professional behaviours: Student teachers should be able to demonstrate that they can: epitomize accepted ethical standards, including the Professional Standards for teachers, with the highest sense of honesty, transparency and integrity.

- interact with students, with humility, integrity, compassion, and respect.
- not discriminate in interactions with students on grounds such as age, race, religion, ethnicity, place of origin, physical ability, religious, marital status, family status, physical or mental disability, sex and sexual orientation.
- respect social and cultural differences in attitudes and beliefs.
- exhibit professional conduct regarding demeanor, use of language, and appearance in an educational setting.

5. ICT skills: Student teachers should be competent in performing a set of core practical and technical skills meeting the specific objectives. These skills relate to the acquisition and use of information. Student teachers should be able to demonstrate that they can:

- use general purpose computer software packages.
- use electronic networks for communication with others.
- search, retrieve, and organize information from a variety of information sources.
- select and use materials as resources in self-directed learning, including computer-aided and web-based learning resources.
- use ICT in unit transaction.

Personal management skills: These skills relate to development of the individual. Student teachers should be able to demonstrate that they can:

- prioritize tasks, plan and schedule work to meet deadlines and communicate effectively with others around planning and scheduling work,
- select appropriate learning methods for the subject/competency to be mastered,
- assess their own strengths and weaknesses and be willing to seek guidance or accept feedback about personal weaknesses in knowledge and skills,
- develop and practice active coping skills and when distressed, seek counseling.

Thus the institutional goals and objectives reflect major considerations such as Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.

The college mission and goals of the institution are widely disseminated in various stakeholders of the institution through the following channels:

1. College Website
 2. College Prospectus
 3. College Culture
 4. College Magazine
 5. Prominent display in the college premises, college Principal's cabin and library
6. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

The mission enshrined by the institution includes the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations by reflecting on major considerations such as Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Issue of Ecology and Environment, Value Orientation, Employment, Global Trends and Networks, etc.

4. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, , etc.)

The Managing committee which is the apex body of the college comprises of distinguished academicians and eminent personalities who are committed to the cause of disseminating quality teacher education. The management adopts a democratic and transparent style of functioning with the Principal receiving complete autonomy in carrying out the day to day functioning of the college. At the same time the management takes keen interest in being kept informed about the varied endeavors undertaken by the college. The college has a duly constituted Local Managing Committee (LMC) headed by the Managing trustee of the Parent body; representative from the management, the Principal of the institution and two members

representing the teaching staff and one member from the administrative section besides one local members associated with institution but not a part of the institution. The biannual LMC meetings are conducted to resort to in house problems, approve and finalize the budget. Besides these formal meetings the management has regular and insightful interaction with the Principal, the teaching and non teaching faculty of the institution

The management of the college whole heartedly supports the college by lending the much needed guidance, suggestions and insights in matters of grave concern as well as in matters related to educational transaction.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The Principal in consultation with the management allots the portfolios to the faculty as per their choice (in rotation), who will be responsible for the smooth functioning of the same. The allotment of duties is communicated orally as well as in the written form via staff meetings and also through the staff circulars before the commencement of the academic session. This is done to provide each team with ample time for creative and constructive planning of the entire year's activities related to the given portfolio. The staff meetings conducted to communicate the allotment of portfolios provide an open platform for the Principal to convey her task expectations of each portfolio in view of achieving the vision/mission and goals of the institution. Also any decisions regarding the changes that are to be incorporated in the functioning of a particular portfolio are taken through participatory decision making process of such staff meetings. Care is also taken to communicate the overall allotment of portfolios to entire faculty as well as to the administrative and the support staff. This is done to ensure smooth, effective and efficient coordination and functioning of the day to day academic and non academic activities. The team members handling each portfolio in consultation with each other and also with rest of the faculty members prepare a year plan highlighting the activities of the portfolio.

How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The Principal of the institution ensures that valid information is available for the management to review the activities of the institution in the following manner:

- Written monthly reports of the institutional academic and administrative progress, undertakings and accomplishments are provided by the Principal of the institution to the Management.
- The biannual LMC meetings also provide an ample opportunity to share and appraise the activities of the institution.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The process of identifying the barriers (if any) in achieving the vision/mission and goals is done by the college in the following manner:

- The discussions conducted during the monthly staff meetings.
- Regular interactions of the Principal with the faculty handling different portfolios.
- Informal discussions between the faculty at the common lunch table.
- Perceptive feedback received from the student teachers through their interaction with the faculty, administrative staff and the principal.

The barriers (if any) are reflected upon and addressed through participatory decision making between the Management, the Principal, the faculty and at times if relevant also in discussion with the non-teaching staff and the student teachers.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

As reflected in the aforementioned discussion of Criterion VI, 6.1-5, the college management is well informed and aware of the progress of the academic and non academic activities of the institution. The Principal pays utmost attention to sharing the faculty's accomplishments with the college Management through the monthly written reports, regular oral interaction and formal LMC meetings. The management has an open door policy to meeting and interacting with the faculty. The management encourages and supports the faculty's role in bettering the effectiveness and efficiency of the institutional process by providing the necessary backing, assistance and resources to support the endeavor.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The head of the institution has a proactive role in governance and management:

Curriculum: The head of the institution facilitates complete independence of thought and action in curriculum transaction.

Administration: The head of the institution provides the administrative staff complete freedom and authority to take decisions in the administrative tasks assigned to them. Each is given a specific job for which they are trained and have to assume responsibility for the same. There is regular reporting by the administrative staff of the tasks completed to the Principal of the institution. There is decentralization of tasks and handling of portfolios.

Allocation and Utilization of resources: The head of the institution motivates the faculty to take initiative in having an innovative conduction of curriculum for which there is allocation of technological and print resources. Such freedom to experiment enables the faculty to be equipped to respond to new educational situations in a flexible and creative manner.

Overall the institutional leadership displays sensitivity to others' well being and feelings, predisposition towards participatory decision making processes, and penchant to enable the institutional personnel to work towards and contribute to social change and effective educational processes.

6.2 Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

With a view to provide and ensure proper management of administrative, financial and academic functions and monitoring student's activities of the college, there are committees in the organizational structure of the college.

The Principal in consultation with the faculty allocates the committees before the commencement of the academic year. Two faculty members are selected as the overall in charge of each committee. The overall in charge in coordination with the Principal ensures the effective and smooth functioning of the college.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The college has a well defined management structure with the Managing committee of the college as the apex body. As mentioned in Criterion VI, 6.1-3 the college has a duly constituted Local Managing Committee (LMC) as per the norms specified by the University of Mumbai. The biannual LMC meetings are conducted to resort to in house problems, approve and finalize the budget.

The coordination and monitoring mechanism is controlled by a large number of committees comprising of faculty which look after various academic and administrative functions of the institution. Prominent among the committees are:

- Admission Committee
- Examination Committee
- Consolidation Committee
- Library Committee
- Research Committee

- 3. To what extent is the administration decentralized? Give the structure and details of its functioning.**

The academic functioning of the college takes place through a number of specialized committees. All these committees work with a high degree of efficiency with considerable autonomy and initiative. The day to day functioning of each committee / portfolio is handled by two faculty who on need basis consult the Principal for the actual execution of the activities. The faculty in charge of each committee has to submit to the Principal a term wise written report of the academic and non academic activities conducted. Such written reports are used to review and reflect on the progress and quality of the various institutional activities in alignment with Vision, Mission, Goals and Objectives of the institution.

The office staff has a measure of authority to take decisions in the tasks assigned to them. Each is given a specific job for which they are trained and have to assume responsibility for the same. There is regular reporting by the administrative staff of the tasks completed to the Principal of the institution.

The non-teaching staff working under the direct supervision of the Principal discharges their duties in an efficient manner.

The Management provides complete freedom in the day to day academic and administrative functioning of the institution. At the same time the Management is thoroughly informed of the academic and administrative decisions and activities undertaken through the monthly written reports of the Principal. In critical and significant matters the Management plays a participatory role in providing the necessary leadership, guidance, direction in taking decisions.

- 4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?**

Swayam Siddhi College of Education is a single faculty college and hence is devoid of any sections/ departments. The faculty collaborates with school teachers to provide for appropriate time frame for conducting the practice teaching lessons. During practice teaching and internship student teachers and faculty interact with the school teachers and school Principals to seek information about the various teaching, learning and evaluation methodologies followed in the schools. An earnest attempt is made by the faculty to guide and enable the student teachers to implement the same in their practice lessons. The student teachers are also encouraged to approach the school teachers for productive feedback on the practice lessons conducted.

The institution encourages the faculty to better their collaboration with the schools by undertaking the task of judging Ward level and school level Science Exhibitions and elocution competitions. The college faculty also interacts with their colleagues from colleges of education, department of education of University of Mumbai, SNDI Women's University and YCMOU to keep abreast with latest trends and innovations in the field. Such initiatives provide an excellent vista to the teacher educators to be abreast with recent developments in their respective discipline as well in pedagogy.

5. **Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

Decision making and performance improvement are continuous process relying heavily on data obtained from various stakeholders. The institution makes an earnest attempt to incorporate the various data about information received from the feedback mechanism adopted in the college.

- On the basis of feedback provided by the candidate applying for admissions, the college organizes an Orientation Programme to provide constructive help to the aspiring

candidates, wherein the students are introduced and guided in a stepwise manner to the entire admission procedure. This orientation programme conducted by the college faculty also comprises of sessions for training the students for appearing at the CET. Such orientation programme is a unique feature of the college.

- During the academic year 2013–14 the college obtained oral feedback from the students and practice teaching schools and a decision was taken to conduct communication skills classes – to equip the student teachers with skills in spoken and written English.
 - During the course of the feedback taken during the academic year and at the end of the year the student teachers expressed their opinion that certain topics should be done at a slow pace or should be done by the workshop method. The teacher educators take this into consideration and try to change the strategies for the next batch. This kind of evolution has been taking place continuously and students' feedback mechanism has been helpful in making the curriculum vibrant.
6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

Cooperation:

The Principal i.e head of the institution creates a team-motivated environment, where every member of the institution is inspired to be independent thinking coworkers. The Principal follows the process of consensus decision-making where the agreement of most faculties is taken in the resolution of tasks to be done. As mentioned in Criterion VI, 6.1-4 the Principal conducts the daily functioning of the educational and administrative transaction in

coordination with the respective faculty in charge. Due attention is given by the Principal to the dissemination of information about any educational or administrative decision taken to all members of the institution. This has created a strong internal coordination and cohesion between all units of personnel functional in the institution.

Sharing of expertise:

The faculty is intrinsically and extrinsically motivated to experiment innovative strategies in their classroom sessions which are observed and imbibed by the other faculty. Such observations of co faculty's classroom practices facilitate institutionalization of a new teaching learning practice. A unique feature of the college is the 'Intellectual Sharing' sessions which are biannually at times triennially conducted. These sessions provide a platform for the faculty of the college to share amongst themselves their experiential observations of an innovative strategy implemented in the classroom and the competencies acquired by them.

Creating / providing of conducive environment:

In order to meet the ever changing demands of the student population the college encourages the faculty to empower themselves by upgrading their Personal, Pedagogical and Technological competencies by attending various international, national state and regional level workshops, seminar, and conferences and implementing the same through classroom transactions. The faculty is provided unconditional and wholehearted support to initiate any novel instructional strategies. The College provides a technical support to the teacher educators to technologically enhance their educational transactions by equipping lecture hall classrooms of the college with Over head projector.

6.3 Strategy Development and Deployment

1. **How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**

. Any new initiative or changes resulting from the action plans is undertaken and accomplished by the existing staff. The Principal in consultation with the management and administrative office judiciously plans and executes the financial allocation to various activities and inventiveness.

2. **How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?**

As mentioned in Criterion VI, 6.3-2, 6.5-4 the college has limitations with respect to recruitment of staff and financial resources.

3. **Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?**

The academic annual is the blue print reflecting the activities of the college. There is a special committee comprising of Principal and two faculty members for preparing the academic plan.. The entire year's academic and administrative work is distributed in form of different portfolios that is allotted to the different faculty before the commencement of the academic year. As described in Criterion VI, 6.1-8 the staff members prepare a year plan reflecting the entire year's activities for that portfolio. Providing field and on job experiences to the student teachers is an indispensable part of the B.Ed practicum. Hence to accommodate such wide range of experiences in the academic calendar the faculties handling the relevant portfolios of practice teaching, community and extension work, placement with cooperation from the other faculties create an extensive communication channel with Principals, heads and

administrators of the Practicing school and NGOs. Through such communication the dates of commencement and conduction of practice teaching, community work and placement are finalized.

The well thought and researched proposed plan of action prepared by the faculty in charge of each portfolio is taken into consideration while mapping the college academic calendar. The Principal via open discussion in the staff meeting finalizes the academic calendar. The entire process is completed before the commencement of the academic year.

4. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

As discussed in Criterion VI, 6.1-1 the college facilitates wide dissemination of its vision, mission, goals and objectives. Besides the channels mentioned, the objectives are also communicated through regular informal interaction with the teaching and non-teaching staff, staff meetings and IQAC meetings. Newly recruited staff are initiated and oriented to the institutional vision, mission and objectives by on job mentoring by senior faculty and interaction with the Principal of the institution.

5. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

The vision, mission and implementation plans are monitored, evaluated and revised through the formal staff meetings and IQAC meeting conducted on a regular basis. But at times during the implementation of any academic venture the process is reviewed as many times as possible through formal staff meetings, focused discussions at the common lunch table and insightful interactions between the faculty in charge of the venture and the Principal.

6. How does the institution plan and deploy the new technology?

The institution encourages an environment of technology mediated teaching and learning and hence encourages its entire teaching and non teaching staff to be technologically

proficient. For this the institution encourages the teacher educators to take up technology related courses. The administrative office and the library are computerized. The college strives to ensure that all the support staff is adept in use of technology. The college provides a technical support to the teacher educators to technologically enhance their educational transactions by equipping each classroom of the college with Over head projector, Liquid Crystal Display projector and internet facility.

6.4 Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

The Principal encourages an environment of affability and hence the faculty is free to convey to the Principal their desire to seek any particular developmental training. The day to day interaction of the Principal and the faculty enables the Principal to identify the professional interest area of the faculty and depute the faculty for developmental training in the same.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

All teacher educators are encouraged to observe the lectures /seminars /workshops conducted by the other teacher educators. Feedback is given to the concerned faculty for the improvement of the same.

Some lectures /seminars /workshops conducted by faculty are also videotaped. The respective faculty is encouraged to view the video recording and introspect.

A self-appraisal form is used to evaluate faculty performance in teaching, research and extension. Annually at the end of the B.Ed course the student appraisal of teacher performance and the services provided in the institution are done. The confidentiality of the entire process is maintained.

The faculty members are allowed to analyze their student appraisal forms so that they are able to understand, appreciate and correct wherever necessary the concerns of the student teachers. The faculty is encouraged to evolve solutions to any issues identified so that they feel more involved and in control of the entire process.

3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

The institution makes an endeavor to ensure the staff well being, satisfaction and motivation in the following manner:

- All circulars related to the faculty which would benefit them are made known vide an internal staff circular.
- Various schemes of grant either for the benefit of the faculty or administrative staff are brought to the notice of the staff.
- The faculty and administrative staff are encouraged to attend relevant workshops, seminars which enhance their knowledge and performance and thus help in deriving satisfaction.
- All the faculty members are judiciously given opportunity to prepare and present papers at the seminars/conferences, they are allowed to make use of the facilities and technology available in the college also adjustments are made in the time table so as to facilitate them to accomplish their desired task.
- The administrative staff is also provided with required equipments to facilitate efficient and prompt output.
- The faculty and administrative staff are all given freedom to exercise their innovative ideas together to bring effective output.

4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

The institution has conducted staff development programme to facilitate the conceptual and skill up gradation of its faculty:

- The institution in collaboration with Prof. (Dr.) Satyawati Rawool, [P.V.D.T College of Education, Mumbai] conducted workshop on constructivism on , 3rd July 2011
- The institution in collaboration with Prof.(Dr.) Bhalwankar former registrar of S.N.D. T UNIVERSITY conducted a workshop on CHARISMATIC TEACHING ON ,28th February, 2013

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills

As the College is private unaided, the staff is recruited through S.N.D.T UNIVERSITY staff selection process. The recruited staff are given all facilities like casual leave, medical leave, travelling allowances, yearly increments etc. in order to retain them. The faculty members who propose to pursue research are given all type of facilities in terms of monetary support, workload adjustment and library and internet facilities.

6. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty?

As discussed in Criterion VI, 6.2-6 the college provides ample opportunities to the faculty to explore new avenues of upgrading their professional competencies. For this the institution provides flexibility with respect to timings and leave.

- 7. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).**

The college provides the faculty with well maintained, spacious, and air conditioned staff room equipped with a computer station and internet facility, lockers. Each faculty has an allotted work place table with sufficient storage facilities. The arrangement of the staff room enables the faculty to do their task individually as well as conduct reflective discussions whenever the need arises. The faculty is also provided with clean and hygienic sanitation facilities and rest rooms in case of medical infirmity. The college aims to enhance the staffroom to accommodate more technological resources for the faculty.

- 9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

The college has developed a democratic mechanism for redress of grievances. The college has a Grievance Redressal Cell headed by the Principal of the institution and assisted by two senior faculties which uses the suggestion box to collect student teachers' opinions. The grievances and the suggestions of the student teachers are also forwarded by the Student council to the faculty in charge of the council who in turn conveys the same to the Principal of the institution. The Principal of the institution also follows an open door policy for addressing the grievances of the student teacher, teaching and non teaching staff. The Quality circle mechanism has been adopted for redressing problems where the focus is always on counselling rather than on punitive action.

- 10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.**

With respect to the workload policies and practices the college follows the norms specified by the S.N.D.T University Mumbai, within the specified norms, the Principal of the institution does the strategic planning of the workload distribution and execution through participatory decision making.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The college follows the philosophy that if the members of the institution have to be successful and satisfied with the work that they are doing in the institution then both intrinsic as well as extrinsic motivation needs to be provided. The college provides the same in the following manner:

- The Principal takes initiative in organizing the celebrations of faculty's efforts in ensuring successful accomplishment of the vision, mission and goal of the institution.
- Appreciation letters are given to the staff members who have done exemplary work with respect to their portfolio. Messages of 'Congratulations' to the staff is also displayed on the college notice board.
- The Principal also disseminates the accomplishments of the faculty through her interactions with the student teachers, alumni and other stakeholders of the institution.
- The Principal of the institution along with the college management provides a proactive environment by appreciating the work done by the staff members during the staff, and LMC meetings.
- The varied achievements of the faculty is reported and published in the annual report of the college.
- The Principal creates an amicable atmosphere by organizing refreshments for the staff members to welcome them for the new academic term, during the staff

6.5 Financial Management and Resource Mobilization

- 1. Does the institution get financial support from the government?**

As SSMS College is private unaided institution does not receive any support from the Government.

- 2. What is the quantum of resources mobilized through donations? Give information for the last three years.**

‘To make Education available for all who need it’ is the motto of the Parent body of the college. Hence the college has not mobilized any resources through donations The Management of the college extends valuable support in meeting the deficit of the college.

- 3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

The operational budget of the institution is not adequate to cover the day-to day expenses. The deficit is met by the generous and whole hearted support of the Management of the institution.

- 4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)**

The budget allocation is not sufficient to fulfill the mission and to offer quality programme as the college is not receiving from the State Government. Hence the college has to depend on the grants from UGC by undertaking projects and Plan period grant. Moreover the college Management has deep concern and strong interest for maintaining the quality of teacher education transacted in the institution and hence provides unrestricted backup for financial resources and infrastructural facilities for the same.

- 5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).**

The accounts of the college are audited regularly. The college has Statutory Auditors who conduct audit on quarterly basis which involves scrutiny of fees, vouchers, cash book, ledger and grants received disbursement of funds, salary payment, payment of allowances such as DA, , and TA payments made to the staff. There is no pending audit, objection raised or dropped.

- 6. Has the institution computerized its finance management systems? If yes, give details.**

The institution has computerized its finance management systems with the help of customized software called Vision. The software has interlinked three modules:

- Fees Module- Student profile is created along with details regarding the Fees.
- Accounts Module- Payment vouchers which are entered through Bank Accounts.

6.6 Best practices in Governance and Leadership

- 1. What are the significant best practices in Governance and Leadership carried out by the institution?**

The Governance and leadership of the institution is well aligned to the vision and mission statement.

- The leadership is democratic and nurturing in nature. Duties and roles of the faculty and staff are well defined. There are various committees to ensure decentralization of the

college administrative work. Decisions are taken in a democratic manner through dialogues and mutual consensus arrived through brain storming

- The governance is completely transparent in admission, administration and other college functioning.
- There is internal and external auditing of the academic and administrative activities done via, staff meeting, Local Managing Committee meeting. The focused and goal oriented leadership has succeeded in mobilizing huge funds for research and academic activities through different agencies.
- The leadership has built a state of art learning and physical resources.
- The institution has diversified its activities and is a centre for excellent higher education and research.

Additional Information to be provided by Institution opting for Re-accreditation/Re-assessment

- 1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?**

There were no evaluative observations made under Governance and Leadership in the previous assessment report.

- 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?**

The institution believes in building on organization capabilities for quality sustenance and enhancement with regard to Governance and Leadership. Towards this the institution focuses on the following issues-

Talent: Attracting, motivating and retaining competent and committed people.

Shared mindset: Ensuring that faculty and staff have positive experiences with the organization.

Accountability: High performance orientation at all levels.

Collaboration: Working across boundaries to ensure efficiency and leverage.

Leadership: Identifying, developing and embedding leaders across levels.

Connectivity: Building enduring trust relationships with all stakeholders

Strategic Unity: Articulating and sharing strategies with faculty

Innovation: Doing something new in both content and processes.

Efficiency: Effectively managing costs.

The institution has constituted various committees to look into specific issues concerning administration and governance.

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CRITERION: VII INNOVATIVE PRACTICES

7.1. Internal Quality Assurance System:

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken?

Internal Quality Assurance Cell is constituted every two years. The meeting of IQAC is convened thrice a year. The IQAC consists of Managing Trustee, Principal, Subject Expert and Academic Development Officer. It organizes Faculty Development program every year. Every staff member's activity is evaluated by questionnaire method. Their ability and skills are analyzed by the answers. Student feedback system is considered. All the staff members coordinate with the principal. Stock-verification is carried out every year.

IQAC was established in the year 2014 for the session 2014-16 with the following members:

1. Dr. P.N.Shukla
2. Ms Rizwana Khan
3. Mr. Jagadish Keshav Chitte
4. Mr. Mitesh Choudhary
5. Ms. Sapna

Major activities planned and undertaken:

- Informative Content – presentation
- Planned co – curricular activities.
- Effective Extension activities.
- Preparation to take the institution for NAAC

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives?

To evaluate the achievement of goals and objectives, we follow:

- Academic activities of the institution in the last five years
- Feedback both oral and questionnaire from students, school teachers, head masters, faculty members and employers
- Through performance and placements of our graduated students
- Finally from the results and achievements of our students in the last five years

Monitored by the management, supervision by the principal, inspection by the peer group help in achieving goals and objectives. Citizenship Training camp brings to limelight the leadership quality and develop the personality there by students are trained to stand on their own.

7.1.3. How does the institution ensure the quality of its academic programmes?

- The qualities of academic programmes are ensured by the first classes and ranks we receive as well as the past percentage
- The Placement of our passed - out students is another indicator of our quality
- The quality is ensured by the external examiners who conduct the practical examination and test the teaching ability.
- Above all the brand image that our institution enjoys in the academic circle is yet another determinant

7.1.4. How does the institution ensure the quality of its administration and financial management processes?

The institution ensures the quality of its administration and financial Management processes through,

- Timely payment of salary to faculty, house - keeping and security personnel.
- Welfare measures of the staff and students
- Adequate Equipments and books
- Proper allocation of fund to different departments
- Welfare measures and amenities for students
- Regular maintenance and upkeep of infrastructure

Further, monthly meeting is held by the management and the governing bodies set the things right. The Principal monitors and acts as bridge between management and staff members. Staff members in turn act as a link between students and the Principal. Feedback is collected from the students and the staff members. Document growth and progression of the students is assessed throughout the education period. Self appraisal report is submitted by the staff members.

Faculties contribute their valuable skills and ability through participating in academic activity. Career advancement of teachers is directly correlated with performance appraisal. All the resources are utilized to the maximum. Students are made to involve in all activities of the college. Student's feedback of course content is received every year. Student's election is conducted. Defects are rectified from the student's evaluation report.

7.1.5. How does the institution identify and share good, practices with various constituent of the institution?

The institution identifies and shares good practices with various constituents of the institution like,

- Co - Sharing extension work with Swayam Siddhi Degree College.
- Keeping the management informed of the successful practices, so that they can be applied in the sister institutions of the trust.

Institution identifies and shares good practices with various constituents of the institution. Innovations are manipulated by the management, principal and various department by continuous exploring ways. Individual faculty members are encouraged to do intensive practice and new ideas and practices are introduced in teaching skills and teaching learning process and also the valuable effect of institution is its initiative to explore in the departments to enhance the overall quality of the educational process. Seminar/Workshop is conducted every year. Training programme like model preparation, teaching aids preparation and SUPW is important. Guest lecturer is arranged. Whenever a staff member attends a seminar the information is shared with other staff members of our institution.

7.2 Inclusive Practices

7.2.1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

- The institution consciously makes efforts to recruit staff members from disadvantaged community for security and maintenance of premises and garden and the college as a whole in general.
- Value education is incorporated in our teacher education system according to NPE1986. Life long learning is encouraged by engaging the students to utilize the library resource to the maximum.
- Quality education is ensured to develop the essential skills in pupils to lead a successful life and also make them morally conscious.
- Self esteem is encouraged
- A systematic education is provided which suits the needs of today and tomorrow for the generation.
- Periodical update and innovative practices are implemented now and then. Instead of stuffing the mind of the students the habit of enquiring and reasoning is taught.
- Good environment with all physical facilities is provided. So classroom interaction is made to the convenience and satisfaction.

In addition, the institution sensitizes teachers to issues of inclusion and the focus on national policies and the school curriculum,

- By sending them to attend seminars, conferences and workshops on inclusive education
- By collecting and keeping paper cuttings in the library from dailies
- By supplying the sources like various journals and university news
- Through interactive academic committee meetings

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

- The student-teachers study about exceptionalities as well as gender differences in their core subjects.
- Under guidance and counseling (Electives) they study about special children and the methods of teaching.

- Under extension services, the student-teachers visit various schools in Bhiwandi and its nearby areas and get first hand experiences.
- Consequent to these some student teachers choose special education as their area of higher studies and few do social services like reading for blind and writing exams as scribes.
- The female students learn about women empowerment through the activities of women cell.

7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation?

Various activities are envisioned in the curriculum.

- Self esteem is encouraged and good habits and moral values are inculcated.
- Good environment with all physical facilities is provided. Classroom interaction is made with students.
- Self esteem is encouraged in order to improve the self motivation. Students reasoning ability is encouraged through the habit of investigating on lessons which also helps to uplift their self motivation.
- Periodical update and innovative practices are implemented now and then. A systematic education is provided which suits the needs of the hour.
- Field trip, educational tour, excursion at different places makes the student teachers to have cordial relationship with the society.
- Environmental education is taught to gain the knowledge about the society and the surroundings.
- Micro, Macro teaching session enables the student teachers to learn the methodology and techniques of teaching.
- Various club activities, citizenship training camp, leadership training camp and community service helps them to have good communal interaction.
- Different psychological procedure like attitude test, personality growth, behavioral modification, diagnostic test, aptitude test, proficiency test, interest test and achievement motivation test stimulate the learning of teaching methods.

To create learning environments that foster positive interaction, active engagement in learning and self motivation in curriculum we have:

- A five days citizenship training camp
- Physical education related activities
- Socially useful productive workshops
- Club activities.
- Extension activities
- Cultural activities
- Assembly activities
- Practice teaching period of 40 days

7.2.4. How does the institution ensure that student-teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution ensures that student teachers develop proficiency for working with children from diverse back grounds and exceptionalities.

- By sending them for teaching practice to schools
- Through core and elective subjects they learn about diverse backgrounds and exceptionalities
- By visiting special institutions like blind school, the school for the deaf/dumb, the student-teachers get first-hand experiences and in turn proficiency for working with them.

7.2.5. How does the institution address to the special needs of the physically challenged and differently- abled students enrolled in the institution?

The institution addresses to the special needs of the physically challenged and differently - abled students enrolled in the institution,

- By giving extra - care by faculty members (individual attention)

- By making the peer groups support them and help them
- By giving them proper guidance and counseling

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Gender sensitive issues are responded by the institution in the following ways

- Active functioning of women cell
- Direct involvement of the Principal in handling issues
- Involvement of ward - tutors in solving problems
- Involvement of class teachers in solving issues

7.3 Stake Holder Relationships

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stake holders?

The institution ensures the access to the information on organizational performance to the stake holders through its website, calendar and prospectus.

Everything is displayed on the notice board and at times informed through telephone talk. Advertisement is made to create public awareness about the program.

Parents' teacher meeting is conducted and their opinion is collected. Steps are taken to bring the students to the comfort zone through guidance and counseling.

7.3.2. How does the institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stake holders for bringing qualitative improvement?

For bringing qualitative improvement the institution,

- Shares the information/data with the families (parents or students)
- Shares the information/data with the management
- Uses the information/data for improving infrastructure and campus amenities
- Uses the information/data for future academic plans and administrative procedures
- Necessary rectification /modification of teaching methodologies

Satisfaction of the students and stakeholders:

- Best infrastructural facilities are made
- Campus can be seen healthy and clean
- Gardens are well maintained
- Strict discipline system is followed
- Competent faculty and cordial students teacher relationship is ensured.
- Safety and security in the college is ensured.
- Reputation of the institution with good academic performance and academic achievement
- gives more satisfaction for the students.
- Well equipped library and Internet facilities are available.
- Good organization of seminars, workshops and guest lectures are to their satisfactions.
- Co-curricular activities develop the holistic personality of the students.
- Mobile phone is prohibited
- Open and Spacious playground can be seen
- Audio Visual based teaching and learning methodology is followed
- The students were trained in the indoor games like chess, carom, and Table tennis and so on.
- Student feel comfortable with our canteen facilities also
- One rupee coin telephone booth is provided.
- Periodical monitoring and personal care is given to the students
- Counseling and guidance is also given whenever needed.
- Innovative approaches are practiced to develop the student's skill in maintaining the Indian values, traditions and ethos.

- Encouragement and motivations are given to the students to organize co-curricular activities
- Quality and efficient delivery of the curriculum is very much satisfied.
- Better academic results is also a good satisfaction.
- Continuous improvement in teacher quality through various innovative teaching creative thinking and learning methods.
- Suggestion box is kept
- Feed back is collected

Dissatisfaction of the students and stakeholders:

- Mobile Phones are restricted inside the campus but students are willing to use it
- To improve the rural students spoken English extra classes may be arranged.

7.3.3. What are the feed-back mechanisms in vogue to collect, collate and data from students professional community, Alumni and other stake holders on program quality? How does the institution use the information for quality improvement?

The feed -back mechanism used are:

- Feedback questionnaires from students on course content.
- Feedback questionnaires on teachers.
- Feedback questionnaires on campus amenities
- Evaluation ratings by students on performance and teaching
- Self appraisal form from teachers.
- performance appraisal form from peer groups /higher authorities
- Feedback form from school head masters.
- Feedback form from Alumni
- Parents, teachers meetings are held monthly once.
- In the preparation of Alumni meets many feed backs were heard over and rectified.
- Suggestion box helps to overcome the problem.
- All the grievances are heard from the students and solved by the grievance cell
- Major problems are dealt in the meeting with the principals and managements and discussed
- about the ways to solve the problems and finally policy decision is made. The institution uses the information/feedback for quality improvement,
- By improving teaching methodology and making it more effective
- By improving the campus amenities
- By enhancing the professional aptitude of faculty members
- By creating learner-friendly environment for teaching-learning
- By developing all round personality of student - teachers

SWAYAM SIDDHI MITRA SANGH'S COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to S.N.D.T. Women's University) (N.C.T.E. Code No. WRC/123169)

Compound, Near Octrail Naka, Kalyan Road, Temghar, Bhiwandi, Dist - Thane - 421 302. Tel.: 02522-249191

Date :- 29/09/2015

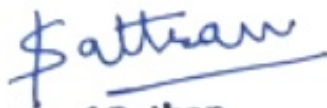
Declaration by the Head of the Institution

I certify that the data included in this Self - Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the Institution with Seal



Dr. Rauf Pathan

PRINCIPAL

SWAYAM SIDDHI MITRA SANGH'S COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to S.N.D.T. Women's University) (N.C.T.E. Code No. WRC/123169)

Compound, Near Octral Naka, Kalyan Road, Temghar, Bhiwandi, Dist - Thane - 421 302. Tel.: 02522-249191

Date :- 20/09/2015

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutes)

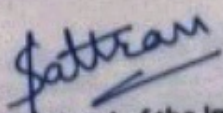
This is to certify that **SWAYAM SIDDHI MITRA SANGH COLLEGE OF EDUCATION** (Name of the institutions) fulfils all norms

1. Stipulated by the affiliating University and / or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, ETC.] AND
3. The affiliation and recognition [if applicable] is valid as on date.
4. In case the affiliation/recognition is withdrawn by the authority concerned the same will be informed to NAAV immediately

In case the affiliation / recognition is conditional, then a detailed enclose with regards to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.


Principal/Head of the Institution

(Name and Signature with Office seal)

Dr. Rauf Pathan

Date: 29/09/2015

Place: Bhiwandi

WRC/CPW00835/123169/2015 / 146141

Date: 31/05/2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

Revised Order

Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009, the National Council for Teacher Education has notified Regulations, 2014 on 01.12.2014.

And whereas, the Swayam Siddhi Mitra Sangh, 413-E, II Nd Floor, Room No. 31, Vasantwadi, Kalbadevi, Mumbai, Maharashtra - 400002 by affidavit dt. 09.01.2015 has consented to come under new Regulations for two basic units in B.Ed, which require additional facilities

And whereas, it has been decided to permit the institution to have two basic units of 50 students each in the institution fulfilling following conditions namely,

The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.

The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.

The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.

Now therefore, in the light of the above and in accordance with the NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the revised recognition order to Swayam Siddhi Mitra Sangh, 413-E, II Nd Floor, Room No. 31, Vasantwadi, Kalbadevi Road, Mumbai - 400002 for conducting B.Ed programme of two years duration with an annual intake of 100 students (two basic units of 50 students each) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

Cont.....2

श्यामला हिल्स, भोपाल-462002

Manas Bhawan, Shyamla Hills, Bhopal-462002

Phone: 0755-2739672, 2660915, 2660379, 2660372 फेक्स/ Fax: 0755-2660912
Email: wrc@ncte-india.org Website : www.nctewrc.co.in
NCTE HQrs. Website : www.ncte-india.org

Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc. as applicable. The affiliating body (University/State Govt) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- Sanctioned programmes along with annual intake in the institution;
- Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- Name of faculty members who left or joined during the last quarter;
- Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- Fee charged from students;
- Available infrastructural facilities;
- Facilities added during the last quarter;
- Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- The affidavit with enclosure submitted along with application.
- The institution shall be free to post additional relevant information. If it so desires.
- Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act 1993.

Recognition order no. WRC/2-32/51(sem)/123169/2004/4730 dt. 21.07.2004 & order no. WRC/5-561/2008/36947-36952 dt. 01.07.2008 be treated as cancelled from the date of issue of this revised order.

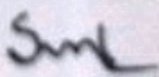
By Order,

(Sunil Shrivastava)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi - 110054.

Copy to:

- The Principal, Swayam Siddhi Mitra Sangh, 413-E, II Nd Floor, Room No. 31, Vasantwadi, Kalbadevi Road, Mumbai, Maharashtra - 400002.
- The Secretary, Swayam Siddhi Mitra Sangh's Sonadevi Compound, Near Octal Naka, Kalyan Road, Temghar, Bhiwandi, Dist-Thane Maharashtra - 421302.
- The Registrar, SNDT Womens University, Mumbai/Solapur University, Solapur/Kolhapur, Maharashtra, Mantralaya, Mumbai.
- The Education Secretary, (Higher Education), Govt. of Maharashtra, Mantralaya, Mumbai, Maharashtra.
- The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi - 110 001.
- The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, I, Bahadurshah Zafar Marg, New Delhi-110 002.
- The Computer Programmer, Computer Section, WRO, (NCTE), Bhopal with a request to include the name of the institution in the recognized list uploaded in WRC website.
- Office Order file/institution no. APW00836/123169.


Regional Director

No. WRC/APW06122/125081/2015

151696-702

Date - 21.8.15

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

Revised Order

Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

1. And whereas, the Swayam Siddhi Mitra Sangh, Sonadevi Compound, Near Octroi Naka, Temghar, Kharan Road, Bhiwandli, Dist- Thane, Maharashtra - 431203 by affidavit dt.09.01.2015 has consented to come under new Regulations and sought for one basic unit of 50 students in M Ed. Course of two years duration which require additional facilities

2. And whereas, it has been decided to permit the institution to have one basic unit of 50 students subject to the institution fulfilling following conditions namely.

I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015

II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.

III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.

IV. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc. this institution shall be required to submit a copy of the Hon'ble Court order/reply to BCU/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.

4. Now therefore, in the light of the above and in accordance with the NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the revised recognition order to Swayam Siddhi Mitra Sangh, Sonadevi Compound, Near Octroi Naka, Temghar, Kharan Road, Bhiwandli, Dist- Thane, Maharashtra - 431203 for conducting M.Ed programme of two years duration with an annual intake of 50 students for one basic unit of 50 students from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

Cont.....2

Manas Bhawan, Shyamla Hills, Bhopal-462002

फोन, स्वामल हिल्स, भोपाल-462002

फोन: 0755-2739672, 2660915, 2660379, 2660372 फेक्स: 0755-2660912
Email: wrc@ncte-india.org Website: www.ncte-wrc.co.in
NCTE H.Q.s. Website: www.ncte-india.org

Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other statutory bodies like UGC, affiliating University/Body, the State Government etc, as applicable. The affiliating (University/State Govt) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 and concerned institution before grant of affiliation to an institution.

The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always following as mandatory disclosure:-

1. Sanctioned programmes along with annual intake in the institution;
2. Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
3. Name of faculty members who left or joined during the last quarter;
4. Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
5. Fee charged from students;
6. Available infrastructural facilities;
7. Facilities added during the last quarter;
8. Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
9. The affidavit with enclosure submitted along with application.
10. The institution shall be free to post additional relevant information, if it so desires.
11. Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act, 1963.

Recognition order no. WRC/5-6/101st/2007/27528-27534 dt.25.01.2008 & order
no. WRC/APW05122/125081/2008/35460-35465 dt.02.06.2008 & order
no. WRC/APW05122/125081/123169/140/2010/75194-75199 dt.18.02.2011 & order
no. WRC/APW05122/125081/NAAC/2013/109843-44 dt.05.11.2013 be treated as cancelled from the date of issue of this revised order.

By Order,

(Satish Gupta)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi - 110054.

By to:

The Principal/Secretary, Swayam Siddhi Mitra Sangh, Sonadevi Compound, Near Octroi Naka, Temghar,
Kalyan Road, Bhiwandi, Dist-Thane, Maharashtra - 431203.
The Registrar, SNDT Womens University, 1, Nathibai Thackersey Road, Marine Lines, Mumbai,
Maharashtra - 400020.
The Education Secretary, (Higher Education), Govt. of Maharashtra, Mantralaya, Mumbai,
Maharashtra.
The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development,
Govt. of India, Shastri Bhavan, New Delhi - 110 001.
The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1,
Bahadurshah Zafar Marg, New Delhi-110 002.
The Computer Programmer, Computer Section, WRO, (NCTE), Bhopal with a request to include the
name of the institution in the recognized list uploaded in WRC website.
Office Order file/institution no. APW05122/125081.

(Signature)
Regional Director



SHREEMATI NATHIBAI DAMODAR THACKERSEY
WOMEN'S UNIVERSITY

1, Nathibai Thackersey Road, Churchgate, Mumbai - 400 020.
Telegram : UNIWOMEN • Telephone : 2203 1879 • Fax : 2201 8226
Website : www.sndt.ac.in

Ref. No.

ऑफी. जन.१/प्रमाणपत्र बी.एड. /२०१५-१६/१०८१

जन ३१, २०१५

प्रमाणपत्र

“प्रमाणित करण्यांत येते की, स्वयंम सिद्धी मित्र संघ, कॉलेज ऑफ एज्युकेशन, मास्टर कॉलेज ऑफ एज्युकेशन, कल्याण रोड, ऑक्ट्रॉय नाक्याजवळ, भिवंडी, ठाणे - ४२१ ३०२ या अध्यापक महाविद्यालयाला शैक्षणिक वर्ष २०१५-१६ व २०१६-१७ साठी संलग्नीकरण देण्याची बाब विद्यापीठाच्या विचारधीन आहे. या महाविद्यालयात दोन युनिट असून शैक्षणिक वर्ष २०१५-१६ साठी या महाविद्यालयात बी.एड. प्रथम वर्षात १०० विद्यार्थी प्रवेशित करण्यासाठी विद्यापीठाची शिफारस आहे.”

आपली विश्वासु,

Mehar

(डॉ. मधुरा केसरकर)

संचालक

(महाविद्यालये आणि विद्यापीठ विकास मंडळ)

ॐ



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Ref. No.

ऑफी. जन.१/प्रमाणपत्र बी.एड. /२०१५-१६/ 1067

जून २८, २०१५

प्रमाणपत्र

“प्रमाणित करण्यात येते की, स्वयम सिध्दी मित्र संघ, कॉलेज ऑफ एज्युकेशन, सोनादेवी वेघ ब्रिज कम्पाऊंड, कल्याण रोड, भिवंडी - ४२१ ३०२, ठाणे या अध्यापक महाविद्यालयाला शैक्षणिक वर्ष २०१५-१६ व २०१६-१७ साठी संलग्नीकरण देण्याची बाब विद्यापीठाच्या विचारधीन आहे. या महाविद्यालयात एक युनिट असून शैक्षणिक वर्ष २०१५-१६ साठी या महाविद्यालयात एम.एड. प्रथम वर्षात ५० विद्यार्थी प्रवेशित करण्यासाठी विद्यापीठाची शिफारस आहे.”

आपली विश्वासु,

(डॉ. मधुरा केसरकर)

संचालक

(महाविद्यालये, आणि विद्यापीठ विकास मंडळ)