



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SNEHAVARDHAK MANDAL SOCIAL EDUCATIONAL
TRUST'S B. ED. COLLEGE (ENGLISH MEDIUM)**

TWENTY FIVE, PANCHWATI COLONY, BEHIND BALVIKAS VIDYALAYA.
410506
smstbed.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The backbone of any nation is its Education system be it Primary, secondary, higher secondary. Education at all these levels create a strong base for higher education level. Teacher is one of the important stakeholder in this education process. Teacher education is directly related to development of teachers. A teacher should be prepared enough, competent enough to impart education to the children. He/She should be able to make the students competent enough to learn. Making them learn or creating such an environment sothat stuentns learn, a teacher has to put in lot of efforts. This becomes a challenge sometime for the teacher. Every situation / scenario demands customized efforts. There are many such challenges which teachers face with the changing needs of the society. The recent one is the digital intervention in the education field, the psychology of the students towards the problems in life, the thinking process of the students and many more. For this, a teacher should be equipped with the life skills, soft skills, digital skills, knowledge of Philosophy, Psychology, Sociology. His/her values, cultural outlook should be strong enough because students are observers. Teacher education cater to all above demands. Teacher education cultivates in Student teacher the knowledge, values, attitudes and skills required for becoming a teacher. SMSET's B.Ed College strive to make competent teachers by **educating** them with the knowledge conducive to various aspects of education and child, **inspiring**/ motivating them to understand, and **empowering** to apply this knowledge in the practical situations.

Vision

Vision of SMSET's B.Ed. **Educate, Inspire and Empower.**

It is an english Medium Teachers Training Institute who educates, inspire and Empowers teachers to face challenges of tomorrow.

SMSET B.Ed. College through its affiliated university curriculum educate the students about various Perspectives in education i.e. process of teaching and learning, Psychology of children, their growth and development, advanced pedagogy and use of ICT in it. Also they gain knowledge in assessment an evaluation. Student teachers gets educated with various teaching skills, learn values through the co-curricular activities. So basically, **educate** deals with the student teachers' **cognitive component**.

We inspire/ motivate student teachers to use this knowledge when they actually do their field work, work with children, use actual ICT modules prepared by them, work collaboratively, create interest. The **inspire** deals with the **Affective component**.

Also they become competent by practicing skills of teaching, new methodologies, models of teaching, Practice teaching, conduct co-curricular activities, practice health related activities. So, **empower deals** with **Psychomotor / skills component**.

Mission

Mission of SMSET's B.Ed. College is aligned with its vision..

- **To develop life skills and soft skills:-** These are necessary for everyone to live strongly firmly in the world with mental stability, confidence and also get along with colleagues, students, parents. From teacher education point of view, all the skills gained related to the teaching learning are soft skills.
- **To develop socially committed & professionally devoted Teacher trainee:-** student teachers work with the other sections of the society i.e. old aged people, orphans, or adult special children, gain sensitivity towards them, interact with them.
- **To develop awareness & sensitivity towards emerging issues i.e. environment, population, gender equity and legal literacy etc.:-** These issues are addressed through curricular and co-curricular activities such as essay competition, poster making, street plays, role plays, interviews etc.
- **To excel in skills of effective teaching.:-** Teaching skills are mastered through reteach practice, new techniques, models & feedbacks.
- **To develop creative thinking and scientific attitude in the Teacher trainee. :-** These skills are addressed through curricular and co-curricular activities
- **To enrich various values through different curricular and co-curricular activities.:-** Various days are celebrated to enrich values. Morning assembly helps in having the attitude of gratitude.

To develop IT savvy students and develop E-culture in the institution:- Project based learning initiatives, use of technology in teaching, Use of google platforms, knowledge of educational mobile apps helps in this regard.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- SMSET B.Ed. college has a **qualified, approved staff**. They are hard- working & sincere. Many of them are working since 2011 -2013.
- SMSET's B.Ed. College has 1 unit and always strive for the **ethical practices** in education.
- Management of SMSET is very **motivating**, and always ready for the new ventures or initiatives which college takes.
- Every course in the B.ED. Curriculum is done right from its orientation till the final evaluation. Our institute has always got **good remarks from the moderation committee of the university** for the work done.
- College has good **infrastructure along with good computer labs** which are also used by the students.
- Our institute has started courses for students for **further education and professional growth**. E.g. **Distance course** of Savitribai Phule Pune University for B.A., B.Com, MA., M.Com and MA education. We also have **Diploma in School Management and Diploma in Yoga Teacher** affiliated to Yashwantrao Maharashtra Open University.
- Achievement of the students at the end of the B.Ed. course is remarkable and it is sustained from beginning years till date.

Institutional Weakness

- Our college is in Rural area, face limitations for regular visits to university library, Science centres etc.
- As our institute is self financed, there are few restrictions on to purchasing databases for library which are quite expensive, constructing well equipped audio visual rooms/ studios.
- Many schools in the nearby vicinity does not allow more than 2 or 3 interns, so we cannot plan large

group internship programme.

Institutional Opportunity

- Can have Staff grooming workshops to enhance various skillsets.
- Building more strong relationships with stakeholders like schools, alumni etc.
- Strengthening financial resources like use of infrastructure for educational purposes.
- Various Practices like Theme based Annual social gathering E.g Annual Gathering on “Multiple Intelligence”, Ms. SMSET competition was not continued due to pandemic which can be resumed now.

Institutional Challenge

- In the competitive scenario, one needs to maintain both the quality and quantity.
- Financial Management is a challenge as SMSET is a self Financial Institute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

S.M.S & E.T B. Ed College is affiliated to Savitribai Phule Pune University. The college has adopted Curriculum of the University. To educate, inspire and empower our students we rigorously take efforts to plan, to review and to revise Curriculum.

In today's stressful world, teachers often need to exercise restraint and control while interacting with students. A teacher has to acquire many kinds of skills while working in society,so college provides different activities to develop these skills under curriculum given by Savitribai Phule Pune University.

Two year B.Ed curriculum provides training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, to provide appropriate reinforcement and conduct effective assessment. It includes effective / classroom management skills, preparation and use of instructional materials and communication skills also.

College provides a wide range of curricular experiences during two years of B.Ed course.

The college always supports student based learning to fulfil the needs of students. Varieties of activities conducted under the course BED 101 to 112 & and also for BED 201 to 212 to fulfil objectives of B.Ed curriculum.

Every year feedback is taken from the following stakeholders about planning and implementation for the best teaching Practices with respect to Curriculum.

Teaching-learning and Evaluation

This part is the heart of the whole process of education. Under this criteria key indicator was given. Student enrollment and profile area all students' admission approval process was given. All students' admission was done in accordance with the rule and regulations. The 2nd Key indicator shows Honouring students diversity was given. Assessment Process, Mechanism of students learning needs, Institutional provision catering to differential needs of students and according to Student- Mentor ratio for academic year given. In teaching learning process multiple mode of approaches was used by teacher. Teacher used ICT for teaching learning. Students are encouraged to use ICT. Students are from teacher training backgrounds so time to time observation and feedback was given by the teacher orally or written.

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills,

empathy, life skills etc. among students. Competency and skill development was done in B.Ed. Programme. Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities. Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies. Students are enabled to evolve with the tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Students develop competence to organize academic, cultural, sports and community through Events & programmes of B.Ed. curriculum. Institution adopts effective monitoring mechanisms during internship programme. Performance of students during internship is assessed by the institution in terms of observations of different persons .

In this way, the whole process of education revolves around teaching, Learning and evaluation.

Infrastructure and Learning Resources

The college has a total of nine rooms out of which there are two large seminars with projectors, five method rooms and two smartclass rooms. SMSET college has a big sports field/ ground which has a basketball court, Cricket facilities, Volleyball, Badminton, kho-kho, Kabaddi and a plain ground which can be utilized for other athletics or fitness activities like running, jogging, relay race, tug of war etc. It also has an indoor center which has indoor games such as Table tennis, Carrom, Chess, and a place for Yoga. The college also celebrates Occasional Events like Yoga Day, National Sports Day, Annual gatherings, fun fair activities on this playground. The institute owns its swimming pool which is one of its kind in Talegaon Dabhade. It is used for school, college students as well as for outsiders on early mornings and late evenings. The sports field is also shared with the Balvikas Vidyalaya which is under the same trust.

With the changing times, the way of getting education has also changed a lot. And this education has become necessary for students as well as teachers. Keeping in view the need of the changing times in our college there is a well equipped laboratory with 34 computers for the students with internet facility.

The college has a playground for sports competitions for the students. A well-equipped college library is also on the first floor. The library has a large stock of pedagogy and other reference books. Books are purchased in the library as per the demand of the students. The college library is spacious with an attached reading room. It has a collection of books related to education and also as well as journals related to Education, Research, Health, Value education etc. A reading room has a capacity of 50 seating with good quality furniture i.e. tables and chairs. The library provides an open access system for the students to borrow books.

With all these infrastructural facilities and management support, SMSET's B.Ed. College along with its stakeholders works towards achieving its vision and mission and all round development of the learner.

Student Support and Progression

SMS&ET B.Ed College is always ready to support & progress the students. For the development of various skills of the students while doing BEd, the college organizes various skill development programs on the basis of which the students develop various skills and are ready to make the future generation. There is a grievance redressal cell in the college and through this grievance redressal cell the problems of the students are resolved. The college tries to solve the problems of the needy students. E.g. Hostel facilities, payment of fee in stages. The college has a placement cell through which many students have become teachers in various reputed institutes and is working to shape the future generation. The college conducts advanced education courses of SPPU as well as advanced diploma courses of YCMOU through which many students pursue higher education. The real strength of the college is the alumni who play an important role in the development of the college. It also helps the college in financial assistance, placement, organizing various activities through which it helps in the development of future teachers and the college.

Governance, Leadership and Management

Any institution works on certain guidelines and paths. These are decided by the visionary people. The growth and development of the institution take place in this direction. The affiliating body frames the objectives and institute frames its vision and mission statements aligning with these objective. The human resource along with the necessary infrastructure such as building, water, electricity, technology etc. and the necessary procedure strive for achieving the objectives.

Achieving objectives is only possible through proper planning in the right direction. For that the Descending structure of the people has to be formed. The highest authority in any Institution is the Management who runs the institution. They form the College Development Committee (CDC) which in turn through College Principal - appoints the actual planning committee called Internal Quality Assurance Cell(IQAC). IQAC looks after bothe the department i.e. Administrative office and Academic Section.

Under Academics, IQAC then forms many cells who work in various areas related to students welfare.

E.g Placement, Alumni, Counselling, Student council, Cultural, Sports etc.

These committees consists of Management, teachers, students, renowned people from society. They meet once or twice in the year and whenever required and decide the action to be taken.

To maintain the quality, faculty members also have to update their knowledge, skills. They attend Seminars, Workshops and Conferences. They publish papers in journals, proceedings. Performance Appraisals are filled by all staff. This gives them an opportunity to introspect themselves. Performance Appraisals are filled by the non-teaching staff also.

Administrative office is a place from where the logistics are worked out which are required for Academic purposes. Administrative office also does the correspondence with Alumni and Placement along with its Incharges from Teaching staff. IQac takes feedbacks from the stakeholders such as Students, Alumni, Practice teaching schools. So, IQAC along with all the cells works on overall quality improvement and the Institution effectiveness depends on all the factors which works in co-ordination with each other.

Institutional Values and Best Practices

Institutional values and best practices are nurtured well in our organisation. All practices are based on the institution's vision and mission. The institute follows all energy policy streamlining ways of energy conservation and use of alternate sources of energy for meeting its power requirements.

The institute knows the importance of waste management very well. It follows a definite procedure for implementing a waste management system. An Institution waste management practice includes the segregation of waste and E-waste management. An Institution uses tanks and bore wells for management and conservation of water.

In organisational growth, these key factors are considered as pillars required for success. Hence our institute is committed to maintain cleanliness, sanitation in the organisation.

All members of the organisation are bound to follow the rules to maintain the cleanliness. In the campus all required boards are placed to create awareness among all about proper usage of water, flushing properly to maintain cleanliness of toilets.

Institution is committed to encouraging green practices which includes paperless office work and green landscaping with trees and plants. Our surroundings provide various learning experiences in terms of direct and indirect ways. Our institute is located in one of the best locations of the Maval Tehsil.

Our Institution puts forth efforts leveraging the local environment, locational knowledge and resources, community practices and challenges. The vision of the institute motivates each one to achieve the best in their practice. For the student's wellbeing, mental as well as physical health; organisation plays an important role through conducting various activities. Many guest lectures are arranged throughout the years. Many field visits, outreach activities are planned for students. Our organisation is bound to help students in their overall development through various practices.

Research and Outreach Activities

Research and innovation is the leading area for any academician to upgrade and innovate the new practices in their expert area. Criteria three was about the Research and outreach activities which focuses on the practices undertaken by the institution and faculty in the upgrading of their knowledge .

Under this area we can compile the work done by the complete faculty in two main areas one is about the research and another the seps taken for outreach activities which helps the society to come forward in decided work area.

Faculties are required to participate in research, publish their work and participate in national and international conferences to present the research data and gerate new concepts in the emerging areas, if required by collaborating with other institutions and universities that also under this criteria.

Outreach activities also one of the major aspect covered in this area. Last five years what efforts putforth for transformation of society is overviewd in this criteria.

The initiative taken by institute to work with other stakeholders is reflects the pursuit of quality assurance which one needs to reform reconfirm that also mentioned herewith.

Moving ahead the awards appreciation of faculty and students also concerned here for their counting efforts putforth for transformation of institute in quality enhancement.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SNEHAVARDHAK MANDAL SOCIAL EDUCATIONAL TRUST'S B. ED. COLLEGE (ENGLISH MEDIUM)
Address	Twenty Five, Panchwati Colony, behind Balvikas Vidyalaya.
City	Talegaon Dabhade
State	Maharashtra
Pin	410506
Website	smstbed.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Pallavi Vartak	02114-223859	9764448502	-	smstbed@gmail.com
IQAC / CIQA coordinator	Alka Narkhede	-	9960332076	-	narkhede17@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	24-03-2017	76	Validity Months calculated from NCTE Latest Recognition Letter

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Twenty Five, Panchwati Colony, behind Balvikas Vidyalaya.	Rural	1.5	1886.59

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Under Graduation	English	50	49

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				7			
Recruited	0	0	0	0	0	0	0	0	0	6	0	6
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	0	6	0	6
Yet to Recruit	0				0				1			

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

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	0	2	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	5	1	0	0	6
	Female	36	7	0	0	43
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	1	0	0
	Female	1	0	0	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	1
	Female	0	2	1	0
	Others	0	0	0	0
General	Male	1	2	1	1
	Female	42	43	39	47
	Others	0	0	0	0
Others	Male	0	0	1	0
	Female	0	0	1	0
	Others	0	0	0	0
Total		46	48	43	50

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge society. The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed by NEP which gives freedom to the student to choose their preferred options from the range of program. The NEP 2020 calls for structural changes, regulatory reforms, and introduction of holistic & multidisciplinary curriculum. Its biggest impact</p>
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	<p>would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. In order to fulfill the Objectives of NEP, our college will draft a Road map for incorporating the features of NEP 2020. A discussion among management, principals and head of departments to understand the draft and different aspects of NEP. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. Snehvardhak Mandal Social & Educational Trust B. Ed. College organized an State Level Seminar on “National Education Policy 2020”. To develop an understanding about the implementation of NEP in higher education. Already we are using different innovative methods and technique like Blended learning, team teaching, correlation, integration to provide multidisciplinary and interdisciplinary experiences to the would-be teachers. Snehavardhak Mandal Social & Educational Trust B.Ed. College is an affiliated college of Savitribai Phule Pune University, Pune. As an when University prepares or provides a curriculum or guideline to implement the multidisciplinary / interdisciplinary structure of New Education Policy the Snehavardhak Mandal Social & Educational Trust B.Ed. College will abide by it. This institution has already proposed and started creating enough infrastructure and planning to allow such facilities.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC) will be of great help to the students. . It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. The BC can allow students to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college. The Saviribai Phule Pune University has stated</p>

	implementing ABC through affiliated colleges. Students have started creating their ABC id.
3. Skill development:	The NEP 2020 envisioned for the holistic development of youth with emphasis on raising Gross Enrolment Ratio (GER) but also on skill development as the main factor to make mission 'Self Reliant India' possible, there is revived approach towards running vocational courses to be offered by higher education institutes. Our colleges are ready to conduct various workshops, seminars required for teaching Learning skills and competencies.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health and environment. SMST celebrates Yoga Diwas to encourage Yoga. Our college always has students from State, outside of state pan India. We offer students with opportunity to select Indian as well as languages, any subject like Value education, Environmental Education, ICT etc. from the Syllabus of Savitribai Phule Pune University. The college is planning to host events, lecture series and performances to promote languages, culture and values to strengthen diversity.
5. Focus on Outcome based education (OBE):	SMST has adopted Outcome Based Education (OBE) for B.Ed. programme. Learning Outcomes have been appropriately defined at Programme & course level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality. B.Ed. course is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating.
6. Distance education/online education:	The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfill stipulated criteria should offer ODL and online programmes so as to reach out to geographically and socio- economically disadvantaged groups. Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting

	<p>conferences and meetings. This can be considered as the new normal, which is envisaged in New Education Policy as well. Institute has successfully imparted its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully by using our own team. For increase in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The institute has worked along with the Local Municipal Corporation. IT has acted as a center for creating Voter's cards registrations.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. Mr. Keshav Malve was appointed for this activity. Teaching and other non- teaching faculty assisted him in creating awareness campaigns.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>On voters day, orientation was given to students about voter registration. On the occasion of Voter's day, All the faculties along with students took OATH. SMST B.Ed. College had also organized Poster and Essay Competition to create awareness.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Our student Council is selected through voting. It inculcates the democratic Values in them.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>We Contacted people, Spread awareness through Social media such as Whatsapp, Mouth publicity.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	46	48	43	50
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	45	43	50	43
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	45	43	50	42
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	46	48	43	50
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	6	6

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.42	4.72	4.61	17.44	7.24

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 41

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

S.M.S & E.T B. Ed College is affiliated to Savitribai Phule Pune University. The college has adopted Curriculum of the University. To educate, inspire and empower our students we rigorously take efforts to plan, to review and to revise Curriculum.

The College holds departmental meetings before the start of every academic year. A discussion is conducted on implementation of different courses. The different activities are planned as per the courses of B.Ed first year and Second year curriculum.i.e seminar, group discussion, field visit, MCQ exam, PPT presentation etc. Also as per the need of a time, curriculum review meetings are conducted to take a call about including new Pedagogy approaches for the B. Ed 205 Course.

As per the need of updated topics, Our college always invites experts from other colleges as guest lecturers every year. Internal examinations are conducted to check whether the students have acquired knowledge as outlined in the objectives of the curriculum. All internal examinations/evaluations are conducted according to the Academic calendar. The different CCE activities are held regularly to monitor the progress of the students.

An every year feedback is taken from the following stakeholders about planning and Implementation for the best teaching Practices with respect to curriculum.

- Principal
- Students
- Alumni
- Teaching Practice Schools .

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

Response:

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

1.1.3

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

1. Website of the Institution
2. Prospectus
3. Student induction programme
4. Orientation programme for teachers

Response:

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response:

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

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

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per

the syllabus during the last five years..

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

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

1.2.2

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

Response:

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

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

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document

1.2.3

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	16	17	16

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

1.2.4

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

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response:

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	8	8	12

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

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

In today's stressful world, teachers often need to exercise restraint and control while interacting with students. A teacher has to acquire many kinds of skills while working in society.

- These mainly include interpersonal relationship skills, cooperative skills etc. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.
- Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.
- Savitribai Phule Pune University B.ed syllabus of B.Ed 101 to 105 & 201 to 204 provides opportunity to make coherent assessment of the relevant skills in the field of teacher Education..

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the 3 teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective / classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and

requirements that are characteristic of that stage. As per the needs of the 21st century, a teacher should acquire different skills, training and education to fulfil his responsibility.

PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS THAT ARE SPECIFIC TO ONE'S CHOSEN SPECIALIZATION

- Procedural Knowledge through Methods & Electives

Savitribai Phule Pune University B.ed 106,107,205 course provides opportunity to acquire knowledge of different pedagogical approaches.

Student -teachers need to choose any two teaching methods for first year and any one teaching method for second year..

First year Methods:

Course code 106 and 107 included following subject

1. Marathi
2. Hindi
3. English
4. Economics
5. History
6. Geography
7. General science
8. Mathematics

Second year Methods:

Course code 205 included following subject

1. Marathi
2. Hindi
3. English
4. History
5. Political Science
6. Economics
7. Mathematic
8. ICT
9. Physics
10. Chemistry
11. Biology
12. Commerce
13. Psychology
14. Sociology
15. Geography
16. Sanskrit,

Course Code 204 is an Elective subject for the second year. The following subjects are taught in the college.

1. Guidance And Counseling

2. Disaster Management

Apart from subject teaching, teachers are entrusted with many responsibilities nowadays. Guidance and counseling are some of their major duties. In the guidance and counseling literature, these two words generally take on different meanings. The former refers to helping students' whole-person development, while the latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counseling is more supportive, remedial work.

The study of Disaster management provides opportunity to gain knowledge about different

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

1.3.2

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

Response:

The Indian School education system is the 11th largest in the world, with more than 100 million students enrolled in thousands of colleges and universities.

The education system in India is complex, with each state having its own official state education board/university governing body along with other local authorities responsible for regulating schools.

India has made strides in improving literacy rates and expanding access to primary and secondary education across top cities and towns in the country.

Development of school System

There are government-funded schools and there are also private boards which conduct a high school or intermediate exams like the CBSE board, ICSE etc and there are international boards like the IB board that many international schools provide. These all boards have variation in criteria, standards & functions so it is necessary that students should be introduced to this.

Functioning of various Boards of school Education –

Every year our college students visit different board schools in the Maval region for internship under the course BED 110.

Functional Difference among them & Assessment System –

SSC, ICSE, CBSE, IB boards are having different examination patterns. All the boards have their own characteristics. It also possesses advantages & disadvantages. So it is expected from the student teacher to find out the differences about the educational approach, difficulty level, evaluation scheme, subjects etc. included among the boards.

For this students need to complete BED 202 practical Comparative study of the Curriculum of different boards, Norms And Standards, State wise variation.

As per B.Ed second year 202 & 203 there is content which familiarizes students with state wise variation in School system. like types of School,concept and importance of Inclusive education,Inclusive instructional strategies at School level .

For 202 practical students study the objectives of the curricula of different board,merits and demerits between the boards,evaluation scheme and nature of results,weightage given subject wise in different board school.

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

1.3.3

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

Response:

S.M.S & E.T .B.Ed College provides a wide range of curricular experiences during two years of B.Ed course. The college always supports student based learning to fulfill the needs of students.

In the first year BED 108, different teaching skills were taught with the help of orientation and demonstration. Also BED 109 course provides opportunities for modern teaching techniques i.e Models of teaching,Technology based teaching & team teaching.

BED 110 A Practice lesson course provides actual experience of classroom teaching.

BED 110 B Internship makes students aware about the needs of different types of students by preparing lesson notes for diverse students.

Introduction to Internship:

This course focuses on student teachers' Engagement with the field. The aim is to develop in the students perspectives about education, professional capacities, teacher sensibilities and skills. It also helps student teachers realize the necessity to cater to the diverse needs of the learner.

Objectives of the introduction to the internship are to enable the student teacher: i. to get an opportunity to observe the teaching of experienced school teachers.

- ii. to develop lesson plans under the guidance of the school teacher.
- iii. to observe the co-curricular and extracurricular activities organized in the school.
- iv. to assist the school teacher in her/his day to day work.
- v. to conduct lessons in the field ship Programme

Curricular activities:

- As per first year syllabus, BED 102 provides opportunity to make students familiar with application of educational philosophy.
- In BED 101 practical, students conduct study on 'Impact of Media on growing up of Children'.
- Course BED 103 develops skill of construction and development of Mind Map.
- Course BED 104 develops skill of development of achievement test with its blue print, Answer Key and marks distribution.
- BED 105 gives opportunities to student for study of Mobile App.
- For BED 101 to BED 105 students gets opportunities to participate in different activities like Seminar, Group discussion, Poster presentation etc.
- As per course 111 A, Intel Practical develops technological skill among students.
- Under course 111 B, Social service our college visited and conducted different activities Adult special Children at Kamayani Udyog Kendra, Talegaon dabhade.
- Under course 111 B co-curricular activities, our college celebrated different days in college and also conducted competition for students.
- For BED 201 course students studied management of Infrastructural resources in School.
- BED 202 provides opportunities to comparative study of two different boards.
- For course BED 204, student conducted an interview of a counselor and for Bed 211 of an Artist.
- As per BED 212 course, students gets opportunities to get knowledge about Entrepreneurship.

As follows Savitribai Phule Pune University B.Ed syllabus our college provides variety of experiences for all round as well as professional development of students.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response:

File Description	Document
Sample filled-in feedback forms of the stakeholders	View Document
Any other relevant information	View Document

1.4.2

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

Response:

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response:

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	18	13	09

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

2.1.3

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

Response:

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

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

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Details of the assessment process to identify learning readiness and learning needs according to the diversity of students .The college takes all possible measures to understand the needs and

requirements of the students before the commencement of the programme. Students are counseled at the time of admission and an orientation program is conducted in which the students are informed about the curriculum, syllabus, internal assessment system as well as the facilities available in the college. Teachers informally take the pulse of students in class before starting their courses.

- Students with diversity are identified through a pre knowledge test at the time Common Entrance Test .
- The institute ensures that the students who are not that competent in English language and weak in logical reasoning, aptitude test institute conduct the pre-training entry classes for the course.
- Previous year classes took the general exam regarding this CET exam, students participated and conducted at entry level and nurtured according to their needs. The entire teaching and non-teaching faculty is sensitive to diversity and provides the counselling, takes face to face discussions meetings with students and checks their background regarding any query if they face in the initial part of course.
- From the test institute receives the consolidated feedback about english language proficiency and confidence. This data carefully consolidated under five crtieas as English language proficiency , Confidence of teacher, Get in touch with education after gap , Updating themselves as per their strength and weakness, finally To have the enough knowledge about this teaching field.

Learners are provided with a suitable learning environment as per the needs of them like assessing their educational needs and ensuring that they provide the support a student needs, as it technical or verbal, institute ensures good learning.

Academic Support

- Educational support Students are informed about their learning level and supported accordingly. The Admission counseling cell focuses on providing students with every possible educational support.
- Some of them include guest lectures, workshops/seminars, group discussions, remedial classes, supervised study sessions, etc.
- A well-equipped library provides access to books, journals and journals to all students.

Educational assistance is provided in different ways to different types of students as discussed below:

1. For slow learners-

To satisfy the wishes of learners, special remedial lessons are organized through instructors. Remedial lessons for both English and Marathi are also carried out for the advantage of the students.

1. For Moderate learners –It is a nicely framed time desk which includes all sorts of activities and lessons with priority. Peer tutoring is emphasized so that all kinds of students may be benefitted.
2. Advanced Learner-Advanced learners are endorsed and facilitated to study beyond the requirements of the syllabus. they may be furnished with the open academic sources to study in detail. Special initiatives are taken in common for all the students irrespective of advanced and slow learners all the students are offered course programs at the college.

In the beginning we ensure a smooth transition into students into the undergraduate level teaching-learning environment and provide study material.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. Mentoring / Academic Counselling
2. Peer Feedback / Tutoring
3. Remedial Learning Engagement
4. Learning Enhancement / Enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled)
7. Multilingual interactions and inputs

Response:

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3

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

Response:

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response:

2.2.4.1 Number of mentors in the Institution

Response: 05

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group

discussion, online mode, etc. for enhancing student learning

Response:

Various efforts are put forth in to make learning more student-centric by focusing on specific learning outcomes for all courses and making it more interactive and outcome based. Institute has taken up the steps that has have designed and adopted different strategies to make learning more student-centric such as:

- **The student-centric teaching is promoted by ensuring classroom environment to be learner friendly. Use of audio-visual material is done.**
- **Arranging guest lectures, seminars and workshops**
- **Powerpoint presentations are provided as well as created by students.**
- **Library facilities help students in self-learning process.**
- **Programmed are arranged to enhance soft skills, communication skills and interview skills.**
- **Career counseling and guidance arranged as per the need of student.**
- **Experiential Learning :**

1.??Demo and Practice sessions for Micro teaching skills: Demo and Practice sessions for integrated teaching are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their In -charge teacher Educators.

2.Students are taken for Field Visits to different places like SCERT, Entrepreneur visit , Fairs, etc., so that they can gain first hand experiences. Teachers conduct Mock Interviews with the students to prepare them for their placement sessions. Students are also assigned tasks to be conducted in the field for experiential learning like spreading girl child education , women empowerment awareness among people, to have sense of inclusive education we visit the adult mentally challenged school etc.

- **Participative Learning : In order to promote student centric learning the institution organises guset lectures, workshops and seminars as well as encourages students to conduct class seminars, create teaching learning material, organizes poster presentation.**
- **Brainstorming: Different individual and group activities such as essay writing, poetry writing, elocutions are conducted with the students to encourage them to come up with**

original ideas.

- **Facilitated Group Discussion:** Teacher educators teach using a lecture-based discussion method in class . So that students can improve their learning by bringing their ideas with their own thinking . It provides them opportunity to think and present their innovativeness .
- **Virtual Mode:** Conducting online courses via Zoom, Google Meet, using various tools such as, using WhatsApp groups, sharing electronic resources study material with students, sharing various links with students – with Google class room and all these efforts taken by teachers to enhance and improve students learning. Students are given the opportunity to conduct an online survey . Students are also taught various online assessment tools that can be used further, such as Google Forms, etc.
- **?? Group discussion, Role playing, Project method, Brain storming, Simulation, Seminar, Field survey, Team teaching, Cooperative learning** all are taken up to have best teaching practice.
- **Self management :** Students are exposed to manage their teaching learning process by themselves, they are given projects in various topics which makes them to use library and other resources. Which encourages them to interact and establish linkages with the peers and teachers

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document

2.3.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	6	6

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

2.3.3

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

Response:

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

Response: 45

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

2.3.4

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

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

Response:

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.5

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

Response:

SMS & ET'S B.Ed. college has provision for continual mentoring for the students studying. The institution has set up a mentor-mentee committee that is MICRO GROUP under each mentor students are placed to seek the guidance for any query at initial level. On this committee, students and teachers work together to continuously support students in the development of their academic and professional skills. In this regard, the efforts of mentors are made on many fronts are as follows:

WORKING IN GROUP OR TEAM

The teamwork is the crucial part when it comes to teaching. It is assumed that two people can bring success easily if the work is assigned in team. Therefore, in away to achieve the goal of teaching mentors strive to develop students' ability to work in teams according to that the students will receive guidance on:

Motivate students to keep faith in themselves and have positive attitude.

Focusing on strength of team members

Accept and appreciate differences. Share responsibilities with colleagues.

Practicing all these in professional life is expected to lead to effective teamwork among students.

Snehvardhak College of Education students to know how to deal with student diversity in a real classroom environment. Therefore, mentors suggest different ways to address and deal with student diversity :

Divide students into slow learners, intermediate learners, and fast learners. Remedial classes are provided for weak students. Provides additional support for intermediate learners. Provide rich material for fast learners .

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES

Mentors are teachers of the same, because it is important to have a decent relationship with colleagues and authorities at work and the mentor guide would be teachers for the same:

Recognize and Respect the strength of people

Try to cope up at workplace

Practice good etiquettes while communicating with colleagues and authorities Practice good etiquettes related to personal hygiene

BALANCING STRESS

Profession always has duty and responsibility. After completing B.Ed. Program student enrollment and bring many challenges to balance home and work. A lot of stress to maintain a balance between the two is a common problem. So students do not suffer from such stress. Snehvardhak mandal B.Ed. college mentors work for the well-being of students by guiding them by being in same teaching learning process.

Respect your time be effective and efficient

Keep goal orientated your preference.

Be enthusiastic and optimistic by working honestly at home and work place

Practice meditation and yoga..

Dealing with the latest developments in education and life Keeping up with current developments in education and life is very important for intellectual development. Mentor of our institute motivates students to:

- 1. Have love for reading an educational magazines, books , blogs, etc.**
- 2. Look for sites that offer articles on a more specific subject try to be global with world news.**
- 3 . Update with seminars and conferences.**

By this way the mentor of Snehvardhak Mandal B.Ed. college maintains warm relationships with its mentees and is always happy to help develop the professional skills of its students.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response:

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

2.3.7

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

Response:

Education is the continuous process of shaping human behaviour by directing to right. The teaching

learning method of Snehvardhak Mandal Social and Educational Trust's B.ed. institution emphasises on cultivating students' creativity, innovativeness, intellectual and thinking skills, empathy, and life skills.

Students are constantly handed new practical also projects and teachers urge students to think creatively on the same. Students are provided with motivation and encouraged to complete the given task and think divergently. Educational methods have changed over time to help pupils reach their full potential.

Case I - In the year 2019-20, As it was a 50th anniversary of SMSET, a grand annual social programme "RANG MANACHE" (various shades of mind) was presented in front of large audience of talegaon dabhade.

The topic was educative but at the same it entertained the audience. The programme consisted of various Dance performances portraying various qualities of MAN i.e MIND such as -

Tora man darpan kahalaye - Mind is a mirror.

Man vadhay vadhay - Marathi song saying MIND is very minute and goes here and there in seconds.

Man shudha tuza - Marathi song performance saying MIND is initially very PURE but due to wrong identification it becomes IMPURE.

MIND MIME was conducted by students.

MIND is LIKE bhramara.

Students Creatively potryed MIND into various dances, drama etc. and it was an INNOVATIVE idea. Stuent's required thinking to set up the whole programme. This also consisted of EMPATHY as we all must think of others and behave that way. students also learnt LIFE SKILLS like Managing MIND.

CASE II - In course 212, Entrapreneurship Development programme, students prepared a product called brochure/ Pamplet. Guest were invited. Mrs. Sneha Nikam & Ms. Srushti Hinge taught students to prepare the product. Students sat in the College Computer Laboratory and prepared the product.

This product was CREATIVE & INNOVATIVE as it involved first the topic on which the product is to be prepared, the design of the product, its planning was involves. Students invested in lot of INTELLECTUAL and THINKING skills so as to decide the content of the Brochure or pamplet. It also involved the EMPATHY as the persons or profession invovled in pamplet required that . e.g a brochure attached in uploads says VARSHA COACHING CLASSES. so student had to empathise that what the coaching classsperson would think about it. It invovled LIFE skills as the PRODUCT making activity could be one which can give the opportuniity of becomnig an ENTREPRENUER.

In this students of SMSET plans for siuch acativities which promote Creativity, innovations, Intellectual/ thinking skills, empathy, life skills etc. To promote these we also celebrate many innovative days such as Human Right Day, Tolerance Day, International Womens Day, Science Day , Marathi Rashtra Bhasha Din, Voters Day, Balika Divas, Journalism Day etc.

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

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response:

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response:

File Description	Document
Reports and photographs / videos of the activities	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

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

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

Response:

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

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response:

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

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response:

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

2.4.6

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

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

Response:

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response:

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

Other Upload Files	
1	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection/Identification of schools for internship: Participative/on request:

Internship Programme :- Many skills and abilities are necessary to become a successful teacher. To get familiar with all the probable tentative duties and responsibilities of school teacher, head master and so on internship is the first hand experience to b.ed trainee. Objectives :-

To enable the student teacher to • Communicate the information regarding duties of the teacher other than teaching. • Plan and execute the internship programme.

• Plan and organise the co- curricular activities. • Make familiar with the qualities of a successful teacher. • Prepare positive attitude towards teaching profession It is done by keeping in view the following parameters and on request to the schools:

Structure of the internship: For First Year & Second year(for I year one Month Internship and for II year Four Month Duration is said by Savitribai Phule Pune University)

Procedure Followed for Internship:

1. Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.

2. As our institute is located in hilly and remote areas with high rainfall we give chance to students to ask permission in nearby schools where they come from. Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.

3. The student's medium of instruction (Marathi/ English) are considered too before assigning

practice teaching school.

4. Well renowned schools of Maval Taluka and also PCMC Pune , are selected that provide a reinforcement and qualitative input in the pupil teacher's capacities, skills & capabilities.

1.Orientation to Internship Program:

Detailed Orientation for internship program provided by the in charge of internship department in the presence of all faculty member and Principal. All the set rule , course content, assign work under course guided by Department head and student trainee distributed to Internship Groups respectively.

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

2.4.9

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

Response:

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

Response: 24

File Description	Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching

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

Response:

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

An internship program is one of the most important aspects of the whole B.Ed. Course. There are two separate internship programs for two years. For first year students, internship is for four weeks and for second year its sixteen weeks program. During these internship programs all students undergo many activities and all those activities are monitored by the college professors, their peers and even school teachers at some extent. In the beginning, based on students' opted methods groups are formed. For each group one professor in charge is assigned as group in-charge. These in-charge professors guide their group for all activities. Also, Internship In-charge conducts an orientation for the internship. Before going for internship all permission letters are collected from the school authorities. All activities are well explained during orientation. All evaluation tools are explained and what to do in each aspect is also elaborated during the orientation. This orientation helps in understanding entire evaluation system and all activities too. The internship in-charge also share a link of the recorded orientation with students after conducting orientation in the class. This recording helps studnets to revise the necessary steps of the internship. When students go for internships in schools, in-charge professors go with them and help them in settling in school. All time tables, Internship planning and lesson preparations are monitored by group In-charge. All lesson plans which are prepared for the conduct lessons are checked by group in-charge well in advance before actual conducting in the schools. Also, peer observations are carried out. All other activities like participation in co-curricular activities, study of school records, study of PTA, unit planning and conducting unit test along with blueprint preparation are monitored by group in-charge. So, all required efforts are taken by all members of the institute to monitor internship programs of both years.

Along with all these, school principals also give feedback for entire Internship program at the end of the program.

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

2.4.12

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

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

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

Response:

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

2.4.13

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

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

Response:

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response:

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

2.5.2

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

Response:

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

Response: 3

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

2.5.3

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

Response:

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

Response: 54

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Snehavardhak Mandal Social And Educational Trust's B.Ed. College teachers put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at SMST B.Ed. College aims at discussing them with each other to keep them updated. The purpose of in-house discussions on current developments and issues in education. To make themselves aware about recent changes and development in education system.

1. To create awareness regarding issues of policies and regulations.
2. To strengthen the base of students according to change in system.
3. To get ready for changes in education system.
4. To provide solution of queries related to different issues and challenges of the education system
5. To make the teachers aware about the changes going in the education system.

Teachers at Snehavardhak Mandal Social And Educational Trust's B.Ed. College conducted workshop sessions on recent policies NEP 2020 and regulations which are issued by the government at regular intervals. Thus, efforts are made in this direction to remain updated with the scenario. Through the discussions on recent policies among teachers they felt more confident as they are aware about the

educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education.

Teachers at Snehavardhak Mandal Social And Educational Trust's B.Ed. College also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs regarding changes in education system.

e.g Our professor Dr Vishakha Bhalerao had gone as a resource person to D.Y patil college to speak on NEP 2020. After coming from there, she spoke in front of the staff and then staff discussed about it.

Also a state level seminar was conducted where students, alumni, school principals had come. After the guest speaker speech, a discussion in Q?A form took place.

Also in one of the course of B.Ed. 208, reading and reflecting on text, NEP 2020 policy is converted in the form of Q/A and discussed.

In this way, In house discussion take place among faculty and students.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Snehavardhak Mandal Social And Educational Trust's B.Ed. College runs through a well placed mechanism and adopts those rules,

regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session.Snehavardhak Mandal Social And Educational Trust's B.Ed.College has adopted the following measures to maintain the quality of Internal Assessment-

- 1.Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.
- 2.Under the formative approaches teachers generally assign marks or grades to the students

on their assignments, files, Intel, co-curricular activities, social service and their regularity in the classroom is being monitored.

3.The records of the students are maintained by the faculty and they are assessed on the basis of their performance in curricular as well as co- curricular areas.

4. Internal assessment is done for all students as per the university criteria.

5.Cumulative records of students' participation in various activities is maintained.

6.The faculty is personally involved to help the students to prepare the assignments. Corrections and modifications are constantly done. A variety of measures are adopted to ensure rigor of the internal assessment -

1.Internal Exams-Internal examinations are held at the end of academic year.The college keeps a close watch on the timely conduct of Internal Examination.Snehavardhak Mandal Social And Educational Trust'sB. Ed. College views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of examination results .The answer sheets are shown to the students and adequate verbal feedback are provided bilingually.

2.Class test-The College faculty evaluates the presentations made by the students as part of the Internal evaluation process.Continuous evaluation is done through activities like Practical, CCE activity.

3.Assignments,Presentations and Activities-Teachers are given free hand to design their own

whereby students are encouraged to participate in interactive sessions, group discussions, power point presentations, seminar, poster presentation. Students are also encouraged to apply the theoretical concepts taught in class to real life situations/problems through these projects, assignments etc.Curriculum has enough opportunities to enhance skills through Micro Teaching, Integration, Simulation,Practice Lesson, Internship, Intel, Practical Sessions planned in -and given the opportunity to improve upon their performance through tests and one to one

discussion during the classes. According to individual needs of the students, sometimes personalized and individual attention is provided, especially for students who face difficulty in learning.

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

2.6.2

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

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response:

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Snehavardhak Mandal Social and Educational Trust's B.Ed. College has a well formed Examination Cell which receives all the

grievances related to Internal and External Exams and Assessment . It aspires to sort out the grievances within the stipulated time period.

Grievance Redressal Cell. Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations.

All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well . It is taken up for initial consideration by the Class Mentors and then the Redressal Cell. After a thorough consideration of the matter, the redressal measures are taken. Proper

documentation are done related with the Grievances. We look up to the grievances in the following manner

Internal Grievance Redressal In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).Types of internal grievances are Marked absent in the assignment. Marks deduction due to not showing appropriate performance in any one of the assignments.

External Grievance Redressal

At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances deal by the examination committee are:

Pre-Examination Grievances

Different subject mentioned on the admit card

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

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

Response:

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also displayed in the Principal's office. The students academic progress is monitored regularly by

adopting the strategy of continuous internal evaluation, seminars, Ppt Presentation, Poster presentation, Prelim examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor overall internal assessment process. The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students by the University, the college prepares seating arrangement charts, list of invigilators etc. The record internal assessment is maintained at the college level. Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition the internal audit conducted which ensures the compliance to verify with The process is as follows:

Teacher: Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule internal evaluation is Planned in consultation with the head of the department.

Head of the Department: The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level Then the Academic calendar is forwarded to the IQAC. The decision regarding dates for conduct of assignments depends on completion of syllabus, gazetted holidays as well as other planned activities of the college such as the Festivals, Annual Day, Sports day, etc.

IQAC: The IQAC compiles the inputs received from the teachers and a comprehensive plan is prepared..

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

College follows the outcome-based education; hence the Program Learning Objectives (PLO) and Course Learning outcomes (CLO) are aligned with the vision and mission of Snehvardhak Mandal Social & Educational Trust's B. Ed. College, Talegaon Dabhade. College focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self worth and discipline. Students would get opportunities to participate in co-curricular activities, to realize their true

worth and potential. for defining the PLOs and CLOs, we follow the consultative process involving the stakeholders. Adequate care is being taken by the SPPU in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed Program. Snehvardhak Mandal Social & Educational Trust's B. Ed. College works on those targeted aims and objectives to provide quality education to the learners as well as to achieved the expected outcome. Programme Learning outcomes and Course Learning Outcomes :

Program learning outcomes of B.Ed. :

After completion of the B.Ed. program, the student teacher will be able to-

1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools
2. Apply knowledge of various aspects of development of learner for planning learning experiences
3. Develop skills regarding various role of teacher in facilitating learning
4. Develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education
5. Apply constructivist and cooperative learning principles for teaching-learning process
6. Analyze contexts and the relationship between school curriculum, policy and learning
7. Apply knowledge of the cultures, policies and practices that need to create an inclusive school
8. Use information and communication technology for enhancing learning-teaching process
9. Use drama and art for development of personality of learners
10. Relate knowledge about gender, school and society with learning
11. Acquire basic understanding about new trends in education
12. Develop professional attitude towards teaching

Pedagogical Skills:

- apply constructivist and cooperative learning principles for teaching-learning process
- analyze contexts and the relationship between school curriculum, policy and learning
- apply knowledge of the cultures, policies and practices that need to create an inclusive school
- use information and communication technology for enhancing learning-teaching process
- use drama and art for development of personality of learners

- relate knowledge about gender, school and society with learning
- acquire basic understanding about new trends in education
- develop professional attitude towards teaching

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

2.7.2

Average pass percentage of students during the last five years

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	45	43	50	42

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

2.7.3

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

Response:

The college offers a B.Ed programme with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other.

The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. Measurement tools such as seminars, tests, group discussions, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles. As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests, seminars, and assignments. The students of the college provide inputs on drawbacks, limitations and merits in teaching and learning. Feedback is also collected to assess the performance of the the faculty members. Student Welfare Cell of the college helps in resolving student's problems – academic, psychological etc. supporting them to attain the programme outcomes. Different ways in which the students and staff are made aware of learning outcomes are as follows:

- a) Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes.**
- b) The results of each academic year are analyzed thoroughly by the Principal with the HOD, who in turn discuss them with the teachers.**
- c) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.**
- d) Such meritorious students are felicitated for their performance during Annual day.**
- e) The intended Learning outcomes of other co-curricular and extra curricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all round personality.**
- f) Winners of cultural and Sports events are awarded prizes.**

Information about student learning is assessed through both direct and indirect measures. Direct measures may include, exams, reports, seminar, powerpoint presentation, research projects, case study analysis and other performances. Examples of indirect measures include course evaluations, student surveys, course enrollment information, alumni surveys and school placement rates.

Approaches for measuring students' learning Summative assessments - tests, assignments and other course activities that are used to measure student performance. They often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grades.

Formative assessment - any means by which students receive input and guiding feedback on their

relative performance to help them improve. It can be provided face-to-face in office hours or in written comments on assignments.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response:

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

Response: 25

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5

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

Response:

Snehvardhak Mandal Social and Educational Trust's B. Ed. College focuses on identifying the needs of learners at entry level & whole academic year. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Seminars, PPT Presentation, Poster Presentation, Examinations, Participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular. Some of the examples to show the extent to which the

assessment tasks and performance of the students reflects their initially identified learning needs are as given below:

Examples

1.Snehal Yadav from batch 2019-2020 was a slow learner at entry level. She did not perform well in diagnostic test and learning readiness test conducted at entry level as well. To cater the needs of Snehal, she was provided with remedial classes, notes providing, Special guidance etc. She got good marks in B.Ed. course.

2.Sunaina from batch 2017-2019 was a moderate learner at entry level. She was provided with extra study material. Some open educational learning resources were informed to her. She turned into advance learner at the end. She stood first in the college.

3.Aiswarya from batch 2018-2020 was very good in the curricular activities.She participate in various co curricular activities . She was one of the best performer of college.part in the co-curricular activities. After mentoring she participated in many activities.

4.Ganesh from batch 2020-2022 was a bright & Active learner . He got O grade with First Rank in college .

5. Kuldeep Rajput from batch 2020-2022 was not interactive in the class at entry.He was a passive listener in the class according to teachers. Teachers gave special attention to such students and work on such issues. He turned out to be a active participant in the class.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response:

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response:

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response:

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

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

Response:

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

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response:

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

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.2.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	6	0	2	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	3	3

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

3.3.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	46	48	43	50

File Description	Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Link for additional information	View Document

3.3.3

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	44	40	46	44

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

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

Response:

Snehvardhak Mandal Social And educational trust's B.Ed. College is a very active college in Maval district that contributes its excellent service in teaching along with establishing the sharing and caring bond with stakeholders. Various schools and social institutes have a cordial bond of sharing and caring. To make us aware and sensitive about society Our college steps into conducting various outreach activities like visiting Veer Savarkar Gurukul and Karunanjali Special School of Talegaon Dabhade . Both schools work for special schools that are financially weaker on top of that Karunanjali School is a special school for special needs children.

Moreover, the second outreach activity was a Visit to Savli Foundation which is an old age home located in Talegaon Dabhade. The day spent with the Savli Foundation, our students did various activities which helped the old people to forget the momentary pain and enjoy the family feel by being with teacher trainees.

To promote the girl child birth our institute has conducted the Rally on Kanya Divas by offering tribute to Savitribai Phule on her birth anniversary with the theme SAVE GIRLthe rally highlighted the importance of girls' education and her upliftment in society.

Ranjangaon Mahaganapati tourist attraction place was also guided by our trainee student in 2019 by telling the people about the segregation of garbage into wet and dry. The complete campus was cleaned by students with the message go green theme and clean your city theme.

The institute provides the opportunity to trainees of our college to work with mentally challenged adult people by working with them. The adult of this Kamayani institute are mentally challenged so our trainee students guided them about personal hygiene by providing guidance of it, they also provided a first aid kit and also the plantation activity done by the students.

This is coupled with the apathy of the state towards this issue results in total neglect of these people and their rights. it is a response to this felt need and seeks to provide a system to address the physical, mental, and emotional needs of these people. Our trainee helped them to understand their emotional and psychological world too.

This year in 2023 on 8th March the student of our college made the campaign by rallying by motive Educate the Girl Child with Padhega India to Badhega India theme. The rally was marched with first and second-year students.

Our outreach activity is not only the formality of doing anything with a certain format but it is the heartfelt effort put forth by our students for a better India which is the ultimate aim of NEP2020. To attain this objective of NEP2020 we believe in Joining hands together and serving together in an optimistic and positive way.

File Description	Document
Relevant documentary evidence for the claim	View Document

3.3.5

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

Response:

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

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

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response:

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

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

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.4.2

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

Response:

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

Response: 10

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

3.4.3

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

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

Response:

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

The college has adequate infrastructure and resources. Curricular and co-curricular activities are out in this infrastructure which are used to empower the learner. The college has built up area of 20307.74 Sq feet that consists of following:

Classrooms: College has 7 classrooms (Main classrooms + method rooms), 2 seminar halls and one ICT resource centre which supports teaching learning processes. The college provides Wi-Fi facility to teaching and non teaching faculty as well as learners. Learners use ICT facilities for attending webinars and for preparation of presentations or projects.

Laboratories: SMSET's B.Ed. College shares the Physics Chemistry and Biology laboratories with the Balvikas Vidyalaya which is under the same trust. Students use them for conducting lessons.

Sports field and sports complex: SMSET college has a big sports field/ ground which has a basketball court, Cricket facilities, Volleyball, Badminton, kho-kho, Kabaddi and a plain ground which can be utilized for other athletics or fitness activities like running, jogging, relay race, tug of war etc. It also has a indoor center which has indoor games such as Table tennis, Carrom, Chess, place for Yoga. The college also celebrates Occasional Events like Yoga Day, National Sports Day, Annual gatherings, fun fair activities on this playground. The institutes owns its swimming pool which is one of its kind in Talegaon Dabhade. it is used for school, college students as well as for outsiders on early mornings and late evenings. The sports field is also shared with the with the Balvikas Vidyalaya which is under the same trust.

Library: The college library is spacious, well ventilated with a reading room attached. It is well equipped with books related to education and others topics like motivational, spiritual children related etc. It also has subscription of journals related to Education, Research, Health, Value education etc. in e-journal as well as in print form. A reading room has capacity of 50 seating with a good quality furniture i.e. tables and chairs. It is well lighted, airy and spacious. The library provides an open access system for the students to borrow books.

Computing facilities - 6 Desktop in office, 34 Desktops in computer lab., 1 Laptop, 2 printers, 1 photocopy machine, 2 LCD projectors, a smart TV, Speakers, Audio systems, CCTV.

With all these infrastructural facilities and management support, SMSET's B.Ed. College along with its stakeholders works towards for achieving its vision and mission and all round development of the learner.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

4.1.2

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

Response:

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

Response: 4

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

Response: 9

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

4.1.3

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	10	.67	4.12	1.67

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

SMS & ET's B.Ed college has a well-stocked library in its building which has been helping the students in their studies since the inception of the college. The library at SMS & ET's B.Ed college is updated each year according to the changing needs of the Education systems and teacher training pattern. SMS & ET's B.Ed college is using e-Granthalaya library software for functioning of the library smoothly.

e-Granthalaya: A Digital Agenda for Library Automation and Networking, is a Library Management Software designed and developed by the National Informatics Centre, Ministry of Communications and Information Technology, Government of India. The e-Granthalaya is provided at zero cost to the Indian Libraries along with the training and support provided by the District and State Centres of NIC.

Services provided by Library:

1. Library follows the open access system.
2. Library time is 11:00am to 5:00 pm on all working days.
3. Internet Facility : To Download online Journals, to check E-mail, to search Information.
4. Reading hall: More than 50 students can study in reading hall from 10:00am to 5:00pm.
5. Newspaper section facility: separate section is provided for newspaper reading.
6. Reference section: College Library provides access to all reference collections including Encyclopedias, Yearbooks, Dictionaries, Atlas, Biographies, Competative exam books, Reports etc. All these reference books are for consultation only.
7. Periodic section: magazines / Journals are provided for the readers in the periodic section.
8. E- Journals -

9. University conduct exam for every semester. Library stores these question papers for the reference of students and teachers to get the idea and pattern of the examination of each subject.

Library Collection

Sr. No.	Particulars	Numbers
1	Total	4259
2	Total no. of Titles	2142
3	Books (Encyclopedia, Dictionaries, worldbooks, Educational ref. bks)	2572
4	Text Books (SSC & CBSE 5th-10th std)	401
5	General Books (Gifted bks)	497
6	DSM Thesis (YCMOU)	575
7	CD's & DVD's	20
8	Black Board, Maps, Chart	194
9	News Paper	3
10	Journals & Perodicals	10

Printed Journals

Sr. No	Journal Name	Type/Frequency
1	Nisargopachar varta	Monthly
2	???????	Monthly
3	????? ??????????	Weekly
4	?????	Monthly
5	Edutrack	Monthly
6	University News	Weekly
7	?????? ???? ?????	Monthly
8	????? ???????	Monthly
9	?????? ????????	Monthly
10	Journal of Educational Psychology	Annual

E-Journals

Sr. No	Journal Name	Type/Frequency
1	International Journal of Education and Learning	Annual
2	International Journal of Research in Education	Annual

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

No, college dont have remote access but college provides physically open access to students and teachers. The College Library is well maintained with a reading hall having seating capacity of 50 users which consist of provision to enable students to access information for their academic pursuits through internet and e-resources.

Additionally, computers are there in the computer lab which provides required online educational material for the students. The library is located on the 1stFloor of the building with a total area of 934.80 sq.ft. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching- learning material. Books and questions papers are kept in the library for professional growth.

A separate reading hall is there in the library for students and faculty where they can do their work upon references and study material. The students are issue the books for a week. students can take 4 books at a time for whole week. From time-to-time Students and faculty contribute to the library facilities actively by participating in all the activities organised by the Library.

SMS & ET's Library keeps on updating itself with latest books and journals. The Librarian ensures the students make optimal use of the library. B.Ed. college library also having DSM Thesis of DSM students. Our alumni who are taking higher education they also taken advantages of library resources. college library provides useful and informative collection to the students and teachers time to time.

Librarian of B.Ed college also provides the educational resources in PDF format as well as youtube links to save the time and provides extra information related to topic.

Librarian also provided educational resources links, pdfs, videos documents online via Whatspp group, personally whatsapp number , Google classrooms etc in pandemic year at covid time.

In this way, SMSET's B.Ed. College is always ready for students to help them with the learning materials.

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

4.2.3

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

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

Response:

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

4.2.4

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
308052	3400	4550	6430	29457

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

4.2.5

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

Response:

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

Response: 29

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

Response: 29

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

Response: 28

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

Response: 30

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

Response: 29

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response:

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

In SMS & ET B.Ed college, there are various digital technologies available. The college is having 2 smart classrooms and 1 digitally equipped seminar hall. There is also a well equip computer lab in the college. All the B.Ed. students of the college have access to the computer lab. The college also provides wifi facility.

1. Internet- The college regularly updates the internal connection. The available internet bandwidth is 50 MBPS.
2. Total computers- The college has a total 34 computers in computer lab for students and 6

- computers and one laptop in office.
3. Security- College uses licenced antivirus installed on all its computers which is renewed in the year whenever required.
 4. Wifi facility - The college provides Internet connecetion in LAN as well as WIFI for all the staff and students. It aslo has a BSNL WIFI connection in the Computer Laboratory.
 5. Networking and Peripherals - the college has all the machines in networking.
 6. OS licensed version - The college has licenced copy of Microsoft Window operating system version 10.
 7. Printer and Xerox machine - The college have two printers and one Photocopy printer machine.
 8. Speaker - There is speaker in seminar hall where the teacher or resource person uses speaker for delivering any lecture of seminar, workshop session, ppt presentation etc.
 9. Mike system -college also has a mike system.
 10. Smart TV - Smart TV is also available in the classroom to show the demo or any other educational video to the students.
 11. Telephone - College has a telephone for the conversation with students to solve their querries and also for communication purposes with the University, Government if required.

All these ICT facilities makes the teaching leaning proocess, administration and implimentaion easy.

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

4.3.2

Student – Computer ratio for last completed academic year

Response:

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3

Internet bandwidth available in the institution

Response:

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

Response: 50

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4

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

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

Response:

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2.7	1.30	6.10	2.84

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

Procedures and policies for maintaining and utilizing physical, academic and support facilities- laboratory, library, sports complex, computers and classrooms etc.

SMS & ET B.Ed. College has set a resolution with school for maintaining and utilizing physical, academic and support facilities- laboratory, library, sports complex, computers and classrooms etc.

Maintenance of library: The library committee is responsible for purchasing titles of books and other materials received from the faculty of the college for the infrastructure and maintenance of the library. The college library is well stocked with books and reference books. To further increase the stock of books in the library, the library committee procures books from the faculty as per their demand. The library committee also organizes reading motivation days and various competitions. The library committee also organizes book donation challenges and organizes book donation to students alumni teachers as well as guests visiting the college.

Maintainance of Laboratory : Equipment samples and other necessary chemicals required for the college laboratory are procured by the Principal and the Purchase Committee as per the requirements of the faculty members of the college. Students undergoing science training in the college are trained in the use and maintenance of lab school equipment by the relevant science teacher.

Sports Facility : As per the resolution reached between the school and the college of the institution, all the sports materials in the school are used after discussing with the principal of the school and taking their time.

Computer : There are total 34 computers in the college which are used by the students to collect study information while there are total six computers in the office.If the professors want to take a class online then they have the facility of laptop using which the professors take the subject classes going online video mode.

classrooms : College has 2 classrooms, 5 method rooms, 2 seminar halls and one ICT resource centre which supports teaching learning processes.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

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

Response:

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

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

Response:

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response:

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response:

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	07	05	05	02

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2

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

Response:

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 03

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

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

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

5.2.3

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	03	01	03

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

SMSET's B.Ed College has student's council. The students' council is the constitutional representative body of the student community at the college level. It plays crucial role to keep the college environment healthy and well-functioning. Due to students' participation, it is easy for the college administration to conduct various programs like cultural, recreational, sports, awareness and education also to provide society commitment services. It is nice platform for the students' to present their views, ideas and interactions. An implicit view behind the constitution of students' council is to improve the quality of higher education.

The Student Council is elected by the students through an election. The Student Council is part of an attempt to democratize governance and leadership roles within the college. It is headed by the Student Governor, a faculty member, and is responsible for student activities in the college. The voting for the student council along with the nominations of student coordinators was conducted.

Objectives

- To represent all the students in the college.
- To identify and help solve problems encountered by students in the college.
- To communicate its opinion to the Institute administration on any subject that concerns students and on which the council wishes to be consulted.
- To promote and encourage the involvement of students in organizing college activities.

Tenure : The student representatives on the Student Council shall hold office in the beginning of every academic year for a period of 2 year.

The Student Council organizes various events throughout the academic year for the students. The arts, literary, cultural and sports events provide students a platform to exhibit their talents and also take a break from their studies. It also gives an opportunity for faculty members to recognize the talents of the students.

Student council committee of SMSET B.Ed college having following heads.

1)President

2)Secretary

3)Cultural In charge

4)Sports In charge

Students Engagement in various committees/Activities:

- **Anti-ragging committee**
- **Alumni committee**
- **Cultural cell**

- **Student Development – Student welfare committee**
- **Women grievances cell- vishakha committee**
- Counseling Cell
- Caste Based Cell

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	05	07	11	11

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

SMSET B.Ed College has a non registered Alumni Association for building strong link between alumni, present students and college along with welfare of society. It provides common platform for the alumni of the institute to reach out the other alumni across various batches, years and interest .The alumni association of SMS&ET B.Ed college is a non-profit organization, composed of alumni of the college with a view to preserve and carry forward the fine traditions of the college, to strengthen the connection among the alumni at different places of the state and country. Alumni are looked for to assist institutions by offering help in organising various programmes ,job fair, guest lectures etc. Alumni associations often provide a wealth of career services to help former students find job opportunities and improve their chances of landing a job offer. Some alumni help in conducting skill based activities like Pamphlet Making, Brochure Making Workshop. Some prominent alumni were invited as a guest teacher for conducting Lessons also meritorious students are felicitated by college & meritorious students motivated newly join batch.

The role of alumni association in the development of institution highlighting two significant contributions in functional aspects

1.Assist in Training- Many alumni are working on various prestigious designations such as principals, coordinators, Academic leaders, entrepreneurs help in the placement of our students indifferent schools. These members are invited to the institution on various occasions like Welcome function teachers' day, annual function, seminar and orientation day to motivate students, share their personal experiences during their professional capacities. They are also frequently invited as external supervisors, valuable feedback in curriculum planning and evaluation methods, bridging the gap between schools and teacher training. The alumni are invited regularly to conduct sessions on their respective areas of expertise. Alumni serve as resource person at various sessions, being conducted. Sessions on exam preparation , conducting workshop, etc. are few sessions conducted by Alumni. Alumni help our students in the schools when they go there for Practice teaching and internship.

Students from different background such as age, socioeconomic status, gender, cultural diversity, level of education, marital status join the course, with the diversities student need support from the faculty and the alumni to tread this journey smoothly and gain academic achievement and self-development. Alumni is a big support in reaching this unreached gap and assist in mentoring and hand holding at regular intervals. During Orientation sessions, alumni interacts with the students and counsels on the journey of B.Ed. course, lesson demonstration and guidance, classroom behavior expectation, community outreach activities.

Assist in Placement- Alumni inform us whether there is vacancy in the schools where they are serving. Our esteemed alumni are working at good schools and holds good position. They are at authoritative levels too thus they are in a position to help us in placing our current students. They also many times participate in Alumni what's app group. Alumni provide feedback to bridge the gap between Curriculum and Practice.

Other areas where Alumni assists us:

Alumni are connected with us through what's App group.

Alumni Meeting is planned once in a year.

Alumni are shared college happenings posted on the group and facebook.

Alumni are Face book Friends of the faculty to get connectivity on the social media.

Alumni are invited for Conference/Seminars.

Alumni are given assistance for placement.

Alumni are given Library facility.

Alumni inform us whether there is vacancy in the schools where they are serving.

Alumni help our students in the schools when they go there for Practice teaching and internship.

Admission related information is shared with alumni, so that through their contacts, we get admission.

File Description	Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

5.4.2

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response:

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document

5.4.3

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

Response:

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

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

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

1.Role of Alumni in Motivating Students-

Alumni members, plays a vital role through student mentoring, student support, financial support, and recognizing talent, nurturing competencies to be successful in their profession and providing strategies to be effective and efficient as teachers to meet the local and global challenges. Institute has a non registered alumni association that works in tandem with the faculty in devising methods to improve teaching methods, effective assessment, impact of student potentials to the welfare of the society, organize events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during curriculum transaction, providing lesson guidance. Alumni members

contribute and provide feedback on curriculum development, financial aid to needy students, students' support for admission, placement, guidance throughout the Course. Alumni inform us if there is any participative workshop/ seminar/ Competition in the schools where they are serving.

2.Role of Alumni in Recognizing talent of Students:

Alumni help in organizing talent shows, orientation sessions, ice-breaking sessions that helps in comforting the students while they join the B.Ed. course. Students from different background such as age, socio-economic status, gender, cultural diversity, level of education, marital status join the course, with these diversities, students need support from the faculty, seniors and the alumni to tread this journey smoothly and gain academic achievement and self-development. Alumni is a big support in reaching this unreached gap and assist in hand holding at regular intervals. Alumni interacts with the students and counsels on the journey of B.Ed. course, lesson demonstration and guidance, classroom behaviour expectation, community outreach activities, extension activities. Alumni guide about reference of Library and e resources. Alumni inform Placement Cell whether there is vacancy in the schools where they are serving. Alumni are connected through social media with teachers and institute.

3.Role of Alumni in Nurturing and furthering talent of students:

Several alumni continue their further education, Clear CTET, TET ,SET exams, etc. This not only gives current students more insight into the field of education, but also serves as a form of motivation to be creative and inquisitive teachers who create best teaching environment to their students with available resources. Alumni guide our students in the schools for enhancing their practical skills at the time of Practice teaching and internship. Alumni motivate for participation in Workshops/Seminar and Conference.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

The vision Statement of the institution is - Educate, Inspire, Empower.

An english medium teacher training institution who educates,inspires and empowers teachers to face challenges of tomorrow.

Mission -

- **To make competent student teachers who can take up global challenges.**
- **To empower teachers with innovative ideas in teaching and learning ,life skills and soft skills.**
- **To inspire teachers to be socially committed,professionally devoted and goal oriented.**
- **To cultivate independent,self reliant and responsible citizens of the nation**

Nature of the governance - The institute follows a democratic and participatory mode of governance. All the stakeholders from the institute and the society are made part of various committees. The governing body takes decision and delegate the authority to Principal and staff & students for implementation. The College Development Committee (CDC) meets twice in a year.

The CDC discusses and decides the infrastructural changes, facilities to be made available, the budget of the institution, any specific Suggestions like guest lectures, Seminars to be conducted etc. Then IQAC under Principal supervision forms various cells, do their structuring and restructuring and acts to meet the demands in order to achieve the vision and mission through University Curriculum Objectives. PLO's and CLO's are in congruence with the vision and mission statements.

Inorder to achieve the objectives, the responsibility is shared and delegated within the staff and students. Various committees and cells are formed which includes Management, Principal, Staff, Students, People from society like Police department, Alumni.

At first, principal orients students about all the support mechanism available in the college. All the

cells under IQAC conducts one meeting in the starting of the year and then as & when required. e.g. In grievance cell, student fills the grievance form or put the chit in the box. Then a meeting is conducted and grievance is resolved.

In this way, The authority at SMSET B.Ed. College together with staff and students effectively resolve the issue.

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

6.1.2

Institution practices decentralization and participative management

Response:

College Development Committee (CDC) is an apex body of the institution. It is formed in 2019. It meets twice in the year. It links the administration with the faculty and students.

It discusses about the development with regard to infrastructure, academics, co-curricular aspects etc. of the college. This in turn helps the IQAC to plan activities for the students.

CDC decentralises the thought to IQAC, which works on it and plans activities which are then implemented by staff with the help of the students.

The whole implementation process takes place with the help of various cells formed at college level. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. The college administration SMSET is decentralized to CDC to Principal to IQAC to Staff through various cells to students.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Link for additional information	View Document

6.1.3

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

Response:

Financial Transparency –

The institute has its internal and external audit systems. For internal audit, pettycash checking is regularly done every month by the principal. Whenever any payment needs to be drawn it is first signed by the principal and then by the management, then only it goes to bank. External audit is done by the Chartered accountant.

Budget is prepared in the starting of the year and discussed with management in the CDC meeting.

The salary disbursed and shown in salary register are same.

There is a facility of Provident Fund which is deducted on regular basis.

Scholarships of the students are given whenever received.

Academic Transparency –

The institute strictly adheres to the academic calender. It is displayed on the website. It consists of various activities and time period. It is shared with the students in advance at the time of Induction.

Marks for activities such as seminars, presentations are given immediately. The internal results are displayed on the notice boards for students.

The work of the College is checked and moderated by the University authority every year.

There is an open access system for library.

Administrative Transparency –

College has a College Development Committee (CDC) formulated according to Maharashtra Public University Act, 2016; it acts as a link between the college, students and administration.

Meetings of CDC take place regularly to discuss matters related to college development, students and faculty development.

Management themselves conveys the major decisions to staff and students. Also they meet students and staff during meetings and academic functions.

IQAC is established in the college and plays a pivotal role in academic and administrative activities.

18 different cells are formed in the college to look after different types of activities. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institute's IQAC initiates activities for development of college related matters. It includes various heads such as Infrastructure, Equipments, Library Academics. Various things planned under these heads are-

Infrastructure - Colouring, Pigeon safety net - The college building was built in 2010. Since then it was not painted. The painting work was on the list. Also the fitting of pigeon net was a MUST have in recent years. Both the things got completed in 2023.

Equipments - Solar, Inverters / generators batteries, Water coolers - The replacement of the new batteries for the desktops & new water cooler is bought.

Technology - Use of Talley. Earlier till 2018, all the work used to be handwritten. But since 2019, the office staff was trained for using Tally. Extension of wifi connections to the classrooms is done.

Library - Upgradation with software and books, journals- The library software i.e E- granthalaya is purchased.

CASE-

Financial independence- Starting new courses.- For a private institution, financial independence is

important. In last five year, we started with 2 new courses. Basic Graduation and Post graduation distance courses affiliated to Savitribai Phule Pune University from 2019. Another is Diploma in Yoga Teacher affiliated to Yashwantrao Chavan Maharashtra Mukta vidyapeeth, Nashik from 2022-23.

Bothe the course are complimentary to B.Ed.

All the above things helped the institution to work smoothly to achieve its vision and mission.

Many things are completed.

Still the installation of Solar panels is still in the pipeline which will be completed in next years.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

Policies- The institute's working aligns with its vision and mission. To educate, inspire and empower students, college has evolved an organizational structure over the years.

The working of the college takes place through the specific descending organizational structure.

The governing body (Trust), College Development Committee, Principal, IQAC, Administration and Academics to various college committees to students.

1. The Governing body sanctions the activity or event (Academics or Administrative) & approves budget and requirements for it. It may includes infrastructure, equipments, academic activities.

2. To implement these, competent & qualified staff is appointed as per the rules and regulations of the NCTE, University through proper procedures i.e. University Selection Committees. Their approvals are taken.

3. These staff act as the heads of various departments, committees. Activities are planned which are conducive to the Vision and mission of the college and University curriculum and implemented.

4. The FDP on YOGA is planned in such a way. During June 2021, to reduce the effects of pandemic at Physical and Mental level, management decided to have a FDP.

5. Then it was decided in IQAC that YOGA programme can be implemented.

6. Discussion and meeting with the SMSET Balvikas Vidyalaya headmistress was done and plan was chalked out.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

Response:

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

6.2.4

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

Response:

SMST B. Ed. college has constituted various committees/cells for effective and efficient implementation of all activities. These committees regularly conduct meetings to discuss various matters. One of the important committees is Cultural cell. In the planning meeting, cultural committee decided to conduct the at least one women oriented programme every year. “Maan” i.e. mind is a power. and to empower women’s mind through proper thought is must. Keeping in mind “women” as a central theme, Various activities were conducted.

in the year 2019-20, a complete cultural programme based on the theme “maan” was presented by students in front of many people from talegaon Dabhade. A senate member, Dr. Kharat was called as a chief guest and mr. gajanan kelkar, director, “Manashakti kendra, Lonavala was called as guest of honor. This theme oriented everyone about various aspects of “maan”.

Also on 03/01/2020 Kanya Apatya Din, a rally was organised regarding Women Empowerment.

In the year 2020-21, a lawyer’s interview was conducted by students on 09/03/2021. Ms. sanika Moharir oriented students about various laws for women.

In the year 2021-22, Role play competition was conducted. Students took part in it enthusiastically. This gave students an idea of various roles played by women in society and they could actually empathise it.

in the year 2022-23, a rally regarding “women empowerment was organised.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Human resources are the back bone of any institution. SMS&E Trust looks after the welfare of its teaching and non- teaching staff.

Management makes sure that the salaries of all the staff take place in the 1st week of the month. Even during COVID times, there was no case of salary cut or late salary.

Every staff member gets the facility of Provident Fund. Employee and employer bears an equal share.

In case of any emergency, management gives the financial help with an agreement of installment submission every month.

There is also a facility of travel allowance to be given to staff for the college work.

A Life insurance Corporation policy was taken out for older staff members. The premium is paid by the trust.

These is a facility of medical leaves after the staff completes the probation period. 20 half pay medical leaves are granted.

Whenever any staff goes for Seminar, conference, workshop or any courses under UGC, HRDC, it is considered as On duty leave.

For upgradation of qualifications, exam leaves are granted as Special leaves/ On duty leaves to staff.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	00	03	05

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

6.3.3

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	01	00	00

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

6.3.4

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

Response:

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
05	02	09	00	01

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

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

Response:

The institute has its Performance Appraisal system. Overall institutes performance is dependant on the Performance of the Teaching and non-teaching staff in various areas. Depending on the remarks obtained the modifications and changes are done. The performance appraisals helps the institution to make the changes

- **in teaching learning process.**
- **change the methodology.**
- **Improvements in delivery of content.**
- **Review evaluation system.**
- **Overall conduct of the staff.**
- **other academic activities like participation in seminar, conferences, publications.**
- **Academic contributions, Invitations.**
- **Overall staff development.**

For teaching staff, the proforma given by Savitribai Phule Pune University is used. For non-teaching staff the proforma created by the institution is used.

For teaching staff areas such as Teaching, Learning, Evaluation, professional development, Research and academic contribution, Conferences, seminars workshops.

At the end of the academic year, the form is given to all the staff for filling. Also the feedback forms are given to students at the end of the year the link of which is given on the website.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Yes. The institution conducts Internal as well as external audits regularly.

Internal audit - Internal audit is done by the Principal and then checked by the Secretary regularly.

first step in Internal Audit is whenever any transaction even the small amount is to be signed by the Principal. The requirement of any material is first sought and then after signed by the Principal, it moves ahead.

The second step is every month the petty cash registers are first checked by the Principal and then randomly checked by the secretary of the Trust.

The External audit is done by the Chartered Accountant. Financial Management of the institution is done by the Tally software. The queries given by CA are sorted and audit report is obtained.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Link for additional information	View Document

6.4.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document

6.4.3

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

Response:

SMS&ET B.Ed College is a self financed college. So it doesnot receive any funds from Government or other bodies. It receives its funds from the Tuition fees of B.Ed. course and other Causes it runs which affiliated to YCMOU. The heads in which funds are required are decided &

utilized for following purposes.

1. **Infrastructure - Infrastructure improvements are required to be done from time to time as per requirement such as putting window nets in the toilets purchasing of benches, Internet/ wifi facilities etc.**
2. **Educational materials - Teaching Learning materials such as stationary, charts etc.**
3. **Housekeeping - Some funds are spent on the toiletry item which are required on a daily basis. It helps in keeping the premises clean and sanitized.**
4. **Repair and Maintenance - College spends sufficient amount on the repairs and maintenance of the equipments such as computers, photocopy machines, water purifier AMC, and smaller repairs such as some fittings, fixing of the locks etc.**
5. **Electricity - Electric supply needs to be regular and constant sothat it doesnot create any break in the teaching Learning process or other activities. College also has a generator set in case of emergency.**
6. **Travel allowance - College keeps some amount ready travelling purposes such as going to Govt. offices, University, For staff related activities like visiting schools, some social oragnisations etc**

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

SMS&ET's B.Ed. College's vision statement is Educate, Inspire & Empower Student teachers to face the challenges of tomorrow. For this student needs to be competent enough with life skills, soft skills & to implement innovative ideas in teaching, become socially committed, self reliant.

SMS&ET's B.Ed. College strive for this mission. the mechanism is IQAC. Internal Quality Assurance Cell. The IQAC of SMSET's B.Ed. College is constituted on 05/06/2019. It is mainly responsible for all deciding all the events, programmes to be conducted in order to achieve the institutes's mission. The IQAC in SMSET works with regard to Students, Teachers, Society in following ways:

1. Oragnisation of Guest lectures for various theorotical and technical subjects, Various days sothat they get expert's guidance.
2. oragnise seminars , workshops, conferences which benefits its stakeholders such as students as well as teachers, Alumni, School Principals. e.g. The State level Seminar was conducted on NEP 2020 in which various Alumni, school principal had joined.
3. Arrange remedial teaching classes for students at the end the year which helps them for their final examinations.
4. Research oriented activities such as taking an interview. Students conduct interview of the head master of school and analyse. They also observe various problems in school when they go for Internship which helps them to chose topic for research work.
5. Educational Visits are arranged e.g. Geography day visit, Vocational centers.
6. Social Awareness visits are decided by IQAC in the local areas. e.g Old age homes, Adult special chidren tarining centers, Orphanage etc.
7. Involment of alumni in various college practices such as calling them for Demonstration for practice lesson, workshop conduction etc.
8. Library upgradation is done from time to time.
9. Conduction of Faculty Development Programmes.
10. Receive Feedbacks from Stakeholdres such students, Practice teaching and Internship schools.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2

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

Response:

One of the objectives of IQAC is to review the teaching Learning process. It is the most important aspect in an institution as the it is the mediuon to attain the course learning outcomes. SMSET B.Ed. college adopts the methodology to review the teaching Learning process by following ways.

1. During the orientations of the courses, all teachers attain the course orientaion. After the orientation, various points are discussed as per evaluation tool. Students also participate in the discussions. This ensures TO DO and NOT TO DO points in the presentation.
2. When Students present their skills (**teach/Reteach**), Teacher in charge give feedback, peer give feedback. This helps in reviewing the teaching learning process and helps in improvements. Also the IQAC reviews the process and increase the span of time to be given to that particular course if required.
3. Peer observes the lesson of their peer & give feedback in Practice teaching.
4. At the end of each course, students give feedback about the staff, analysis of which is done and communicated to the faculty. This helps in making changes and improvement.
5. Also overall feedback is taken from students the link of which is given on the website.
6. Self Appraisals form collected from the faculty at the end of the year also helps one to introspect and review the process.

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

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting

quality culture during the last five years.

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	09	14	19

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response:

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

SMSET 's B.Ed College keeps track of its quality assurance initiatives

Administrative Domain - SMSET' B. Ed. College has shown incremental progress with regard to **Digitization** yet not fully achieved.

1. Earlier till 2018, All the financial work used to happen with paper pen mode. But in 2019, we started using **TALLY**, staff was trained.
2. **University / Government corresspondance** now happens online through the portal.
3. Administration of the IQAC work area such as the **internal marks entry now happens through google sheets** shared with all the staff. This gives opportunity for collaboration.
4. We have started accepting **fees ONLINE**.
5. Recently, salary disbursment takes place through **NEFT**.
6. Feedbacks are taken **ONLINE** through website.
7. Most of the information is made available on the website.

Academic Domain:- In teaching competency course i.e. Microteaching, Intergration, Simulation and Teachnology based teaching, Team teaching, Models of Teaching, Practice teaching, Internship Block lessons, student learn and show incremental progress as follows:

INSIDE COLLEGE -- Micro (Basic skills, 5 min.) - Integration (Clubing all skills together, 20 min.) - Full Simulation lesson (35 min.) - Complexity of lesson /Type of lesson / New methods(team Teaching, Technology based, Models)

OUTSIDE COLLEGE -- Full practice lesson in actual schools (field experience) - Internship block lesson (4 periods with tests, unit plans.)

In all these lessons, The complexity increases and student perform in this very well. This is a common observation that student first are always shy while in microteaching but later on at the end of internship, they become smart and confident enough to work in schools.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

Energy exists in many different forms and we can convert energy from one form to another. Energy conservation is an inevitable requirement for sustainable development for higher education institutes. The institute has developed framework and energy guidelines which highlights following areas:

- Responsible Behaviour of all Personnel
- Maintenance of the all records
- Maximum Use of renewable energy
- Technical Maintenance
- Awareness About Energy Conservation

In the institute, everyone takes care of limited use of energy resources, appropriate handling of devices. Each member of the institute promotes minimal use of natural resources through practices, guides students through formal lectures and informal talks. The responsible behaviour of all personnel helps in nurturing a culture of energy preservation.

All maintenance work carried out from time to time. Our institute is situated in the remote area of the Pune district hence we suffer from power failures many times. In that scenario the institute uses inverters and generators. The maintenance work of these substitute devices carried out thoroughly for maximal use.

Energy conservation is an important necessity in our day to day lives, as the energy resources present on the Earth are limited. With the expansion of technology, the use and consumption of energy resources have increased gradually over the years. Keeping this in mind, the institute has proposed the solar plants implementation project.

The infrastructure of the institute is well designed, it helps wind to maintain cross ventilation in all classrooms. It helps in saving electricity in terms of minimal use of the fans. Also there is enough natural sunlight which benefits students in all ways. The natural resources are used intensively.

To create awareness about conservation of resources all instructions are placed properly in the institute's campus. In addition to this, an 'Environment Day' is celebrated every year to inculcate the values and awareness of energy conservation.

The institute follows all energy policy streamlining ways of energy conservation and use of alternate sources of energy for meeting its power requirements.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

The institute knows the importance of waste management very well. It follows a definite procedure for implementing a waste management system. The garbage is always collected into dustbins.

All dustbins are placed in proper places. The institute has organised two separate dustbins for wet and dry garbage in all places. The Institute takes care of segregation of garbage in all possible ways.

The collected garbage is handed over daily by Municipal Corporation Servants. This practice helps the institute in keeping the campus clean.

Hygiene also plays a vital role in institutions' growth. In the institute various measures are taken for proper hygiene maintenance. It contains rules, visual icons, and pictures wherever necessary.

The cleaning of washrooms, classrooms, library, office is done on a daily basis by our housekeeping staff. For good hygiene sanitisers, handwashes, cleaning solutions are provided on a regular basis as per the need.

The institute is very conscious about the scrap material which is generated from the daily practices. We make sure that our scrap reaches the right recycling hands, knowing the fact that some of the materials can be hazardous for the environment.

To create awareness about waste management, all professors give briefs during lectures in the college. Also the best out of waste competition was held in the academic year 2018-19. The cleaning campaign is carried out in the institute by all the students and professors on 2nd of October on the occasion of Mahatma Gandhi Jayanti.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

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

Response:

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Response:

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

Sanitation is an essential aspect of everyone's life which plays a vital role in the wellbeing of the personnel. Good health is a wealth and for that clean surrounding, proper hygiene maintenance are the key factors.

In organisational growth, these key factors are considered as pillars required for success. Hence our institute is committed to maintain cleanliness, sanitation in the organisation.

All members of the organisation are bound to follow the rules to maintain the cleanliness. In the campus all required boards are placed to create awareness among all about proper usage of water, flushing properly to maintain cleanliness of toilets.

Our house keeping staff is also committed to a great service. They take care of everyday's cleaning tasks. All washrooms are cleaned by them with appropriate use of all sanitary products. All classrooms are cleaned and mopped daily. All classrooms, labs, offices are equipped with dustbins, dusting cloths etc.

Our water storages are also clean timely to maintain water purity. Water cooler servicing is also done regularly to provide pure filtered water. Our campus is pollution free as the institute does not produce any harmful byproducts such as gases, polluted air, toxic water etc.

The institute has a small garden at the entrance to maintain greenery around the campus. It not only adds the beauty in the surrounding but also provides fresh air which helps in keeping a healthy environment. Hence our institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response:

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

7.1.7

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

Response:

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

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

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Link for additional information	View Document

7.1.8

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

Response:

Our surroundings provide various learning experiences in terms of direct and indirect ways. Our institute is located in one of the best locations of the Maval Tehsil. There are many educational institutes near the college vicinity. Our teaching practices of student teachers are conducted among all such institutions. These hands-on experiences provide confidence, self esteem, Teaching skills to our students.

Along with curricular activities many cocurricular activities are also conducted in the institute. For these events various resources personnel are invited from vicinity. To create identification of self, various guest lecturers are invited every year. On the occasion of Youth Day, a guest lecture was arranged by the college. For this lecture, guests were called who are associated with the Swami Vivekanad Kendra. Every year we invite guests from various fields of arts for our course 211 - Art and Drama. The institute also celebrates Women's day through various community events like rallies for awareness, street plays etc.

The institute also conducts social services at various places in the surrounding area to help students to understand various issues. A recent social service was conducted in the school of special students where our students conducted remedial classes, Yoga training, best out of waste event for them. In the past years institutes had conducted many more events like Education fair, Anand Mela for school Students, Cleanliness drive during Social Services, Old age home visits etc.

In this way our institute puts forth efforts leveraging the local environment, locational knowledge and resources, community practices and challenges.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

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

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

Response:

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Our institute follows many best practices in daily routine. Out of which alumni association and placement cell are two most important practices. SMSET B.Ed College has a non registered Alumni Association for building strong link between alumni, present students and college along with welfare of

society. It provides common platform for the alumni of the institute to reach out the other alumni across various batches, years and interest. Alumni associations often provide a wealth of career services to help former students find job opportunities and improve their chances of landing a job offer. Some alumni help in conducting skill based activities like Pamphlet Making, Brochure Making Workshop. Some prominent alumni were invited as a guest teacher for conducting Lessons also meritorious students are felicitated by college & meritorious students motivated newly join batch. Our Alumni association is strong support for the organisation. The placement cell is also an important aspect of the organisation. Many schools conduct campus interviews for our students. Institute has conducted mock interviews for the students. Also workshop for the resume making has been conducted by the guest lecturers. Students get support to get jobs after passing their course. Our alumini members are placed in various schools of the surrounding so they also help us to conduct campus interviews.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The vision of the institute motivates each one to achieve the best in their practice. For the students well being, mental as well as physical health; organisation plays an important role through conducting various activities. The yoga sessions are conducted every year for all the students. Our B.Ed Course 112 covers many aspects of Yoga training. Along with this course many students opted for a self study course - Introduction to Yoga for more knowledge and practice. Our students carried out Yoga sessions for mentally challenging kids through our Social service activity. In addition, the institution has organised a faculty development program for all faculties of the institute. Our Institute has well trained and certified Yoga faculties. In the year 2022-23, our institute has started a Diploma in Yoga teacher for all. Through this course our alumni are becoming expert yoga teachers.

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

5. CONCLUSION

Additional Information :

Many Alumni students of SMSET's B.Ed. College has reached the top positions such as Principals, Supervisors, co-ordinators in various State, CBSC and International schools. SMSET is real proud of these students and each and every student of its institution.

Our students from 2019-21 batch has enrolled for PH.D.

Our students have bagged prizes for intercollegiate Elocution, Best Lesson prize, Intercollegiate Poster Competition which is reflected in the achievement part of our website.

Concluding Remarks :

SMSET is a reputed institute in talegaon dabhade. It is a quite an old and first institute in Talegaon Dabhade with English Medium school. Recently in 2019 it completed 50 years. It has a school running from Pre-primary to Jr. College and B. Ed. College.

The B.Ed. college started in the year 2008 and since then it is continuously striving hard for developing the quality student teachers. Since 2008, It has seen lots of Ups & downs. But the spirit of imparting good quality teacher education is very high.

It believes in ethical practices in education, sincere work. This thought takes it forward on the path of progress.