



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

Sree Narayana Guru College of Education (B.Ed.)

- Name of the Head of the institution **Dr. Anna Fernandes**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **02225263140**
- Mobile No: **9833809497**
- Registered e-mail ID (Principal) **sngcebed@gmail.com**
- Alternate Email ID **annas1724@rediffmail.com**
- Address **PL Lokhande Marg, Chembur West, Mumbai 400089**
- City/Town **Mumbai**
- State/UT **Maharashtra**
- Pin Code **400089**

2.Institutional status

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

- Location **Urban**
- Financial Status **Self-financing**
- Name of the Affiliating University **University of Mumbai**
- Name of the IQAC Co-ordinator/Director **Mrs. Sabina Faroz**
- Phone No. **02225263140**
- Alternate phone No.(IQAC)
- Mobile (IQAC) **9730504283**
- IQAC e-mail address **sabinanunes002@gmail.com**
- Alternate e-mail address (IQAC) **sngceaqr23@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) [NA](#)

4.Whether Academic Calendar prepared during the year? Yes

- if yes, whether it is uploaded in the Institutional website Web link: [Yes](#)

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.57	2024	18/04/2024	17/04/2029

6.Date of Establishment of IQAC 08/09/2022**7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

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

8.Whether composition of IQAC as per latest Yes

NAAC guidelines

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

9.No. of IQAC meetings held during the year 2

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

1. A session on Peer tutoring on Statistical Data Analysis. 2. A workshop for M ward School Teachers on Use of basic Digital tools in Classroom Teaching

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

Plan of Action	Achievements/Outcomes
Committees to handle various responsibilities.,	1.The Admission Committee, The Research Cell Committee, Curriculum Planning Committee, Cell Committee and the Committee to handle 12(b) and 2(f) procedures and the Curriculum Committee was formed.
Hybrid mode workshops and Seminars on Environment education	Seed Collection drive undertaken, students attended webinar on World Biodiversity, Workshop undertaken on Sustainable life for better tomorrow
Collecting a regular feedback from various stakeholders	New Feedback sheet created
Professional Development of the Faculty	3 Faculty members have attended FDP on NEP, Assessment and Evaluation, building interactive and engaging learning environment, Integrating skills in Curriculum
To generate Vibrancy in the College Campus	Notice boards in the campus have been created for this purpose

13. Whether the AQAR was placed before statutory body? No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	Sree Narayana Guru College of Education (B.Ed.)
• Name of the Head of the institution	Dr. Anna Fernandes
• Designation	Principal
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• Mobile No:	9833809497
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• Type of Institution	Co-education
• Location	Urban
• Financial Status	Self-financing

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• Phone No.	02225263140				
• Alternate phone No.(IQAC)					
• Mobile (IQAC)	9730504283				
• IQAC e-mail address	sabinanunes002@gmail.com				
• Alternate e-mail address (IQAC)	sngceaqr23@gmail.com				
3.Website address					
• Web-link of the AQAR: (Previous Academic Year)	NA				
4.Whether Academic Calendar prepared during the year?					
• if yes, whether it is uploaded in the Institutional website Web link:	Yes				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.57	2024	18/04/2024	17/04/2029
6.Date of Establishment of IQAC			08/09/2022		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NA	NA	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC	View File				

9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
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<ul style="list-style-type: none"> If yes, mention the amount 		
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13.Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2024	01/02/2024

15.Multidisciplinary / interdisciplinary

Sree Narayana Guru College Of Education(B.ED) continues to strive for Excellence by providing quality teacher education. the Institution believes in the Holistic Development of the learner - intellectual, aesthetic, social, physical, emotional, and moral. The College engages its students in Community work engagements which sensitizes students on environmental and social issues. The College offers environmental education as an Elective Course to its students, thus encouraging them to be involved in environmental issues. As the College already has signed an MOU with the Environment Consultant, it involves its learners in several sustainability-related issues. A number of skill based and value-added courses are introduced to the students such as AI Courses, Team Building, ICT etc. The College is planning to take up the Integrated program by adding various disciplines to the already existing Academic College, thus enabling the Institution to become multi-disciplinary..

16.Academic bank of credits (ABC):

The College makes it mandatory for all students to register on the DIGI Locker site so that each student possesses an ABC ID Card as maintaining academic awards in a digital depository would enable educational Institutions, students, and employers' online access/retrieval/verification of digitalized academic awards and climate fraudulent practices such as forging certificates and mark sheets.. Our institution gets its batch of students registered initially immediately after the Admission process. Students are made aware of its importance too. This data is eventually submitted to the University of Mumbai.

17.Skill development:

The College aims to develop various skills in the learner. It makes several attempts through workshops, and training sessions both online and offline to do so. Language skills, through Modi script, Teacher-centric skills like writing of Curriculum Vitae, Social skills through Food Festivals, and experiential learning methods. Creative skills through Eco-Friendly Ganpati making workshop, Digital skills through Canva Workshop. The College encourages its students to take up self-study courses by orienting them to the various courses and helping them in the selection of courses too.

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

The institution, though a Linguistic minority yet is proud of its diversity of students and faculty. Every effort is made to accommodate linguistic differences and promote linguistic diversity in the college. Various celebrations highlight this aspect of the institution such as the celebration of Hindi Diwas, Bhasha Diwas as well as Mother Language Day, are an attempt to inculcate respect for all cultures and languages to bring awareness to the student community of the rich cultural heritage of the country. The College uses a multi-lingual policy while interacting with the parents who are important stakeholders and students coming from such language groups. Sree Narayana Guru College Of Education(B.ED) uses three language formula in the classroom as it gives freedom to students to write in Hindi/Marathi along with English. As students come from various language backgrounds, the institution initially at the entry point, practices learning and teaching in vernacular languages too

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

At Sree Narayana Guru College Of Education(B.ED) there is a Curriculum Planning Committee that meets every Semester to plan the execution of the Curriculum. The Projects, tasks, activities, field work to be included wherever necessary. The College has planned the Course Learning Outcomes and Program Learning Outcomes and these are implicated while executing the Curriculum. During the Semester orientations students are made aware of the Course work along with its Outcome. The Projects and Methodology of executing the curriculum is changed depending on changing learner's needs, competencies of learners and requirements of the educational system.

20.Distance education/online education:

As the College uses different methods of teaching, it holds a strong belief that knowledge can be imparted through different modes even in the post-pandemic scenario. Therefore it includes both traditional classroom teaching and teaching through online mode. It seeks help from experts in the field of education therefore for certain subjects and areas of study including value-added courses, the institution plans Online lectures for students beyond college hours. Certain workshops too are conducted online. Sessions on using digital platforms to disseminate knowledge are encouraged through workshops and self-study courses. At certain times, Mentoring of students too is done online.

Extended Profile

1.Student	
2.1	98
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	49
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	49
File Description	Documents
Data Template	View File
2.6	98
Number of students enrolled during the year	
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	51672997
4.2 Total number of computers on campus for academic purposes	25
3.Teacher	
5.1 Number of full-time teachers during the year:	06
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	06
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Planning the Curriculum: Syllabus is as prescribed by University of Mumbai for the Two Year B.Ed CBCS programme.Four curriculum planning meetings are held in the year, one for each semester. Care is taken to include activities that are linked to local needs.The Principal, faculty, student council representatives contribute their inputs.</p> <p>Reviewing and Revising the Curriculum: Semester wise feedback got from students helps to review and revise the curriculum. Some times modifications have to be made in the time frame of execution of curricular activities depending on the schedules sent by the univerty.</p>	

Thus curriculum planning is an important process whereby curricular activities are designed and deployed.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

C. Any 3 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above
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File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://sngcbcd.org/uploads/gallery/media/PLOs_CLOs.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

8

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

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

2022 2024 (2)

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

2023 2025 (3)

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

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

2022 2024 (34)

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

2023 2025 (41)

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

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

Two of the above

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

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

2022 2024 (5)

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

2023-2025 (5)

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

1.3 - Curriculum Enrichment

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

Students gain a coherent understanding of the field of teacher education through various orientations conducted by the faculties on different areas such as semester pattern, core subject, Pedagogy subjects, Internship Program activities, Action research, Lesson plan preparations etc. The curriculum is enriched by providing students with a number of experiences while conducting co-curricular activities, community engagement, field trips, etc. Thus, the theory and practice give students a coherent understanding of the field of teacher education.

Procedural knowledge which is acquired in the classroom helps student teachers to implement them in practice. The skills acquired are exhibited during practice teaching lessons. Observation of school activities, observation of lessons given by peers, teaching lesson in pedagogy of school subjects, administration of unit test, development of learning resources during internship program prepares them for real classroom challenges. Exposure to various schools of different boards develops their classroom management skills, communication skills and leadership qualities.

Field visits in the community, sensitise student teachers towards various social issues. It improves their negotiation skills and

develops empathy, environmental awareness, ethical values and community involvement. Conducting Action research makes them understand the real classroom problem. It enhances their skills such as logical thinking, critical thinking, analysing, observation, communication etc. Conduct of various cultural activities develops their aesthetic sense and creativity. It gives them ample opportunity to showcase their talents and inculcates values of team spirit, co-operation and collaboration.

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

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

The college aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the school system in which they have to work. The B.Ed curriculum itself addresses through various course work various educational commissions, Policies and Acts. They are made aware of the various boards and the functioning of the schools. Project work is carried out through the course work of educational management and pedagogy paper which allows students to research on the functioning of various boards. This activity is guided and supervised by the teachers. The outcome of such an activity is seen when students become familiar with the diversities in the school system in India as well as in an International and comparative perspective. The B.Ed students have to conduct action research on contemporary problems faced in school. It develops research attitude among student teachers and helps them to solve the classroom problems in constructive way. This would prepare the student teachers to undertake research in their schools and find out solutions to solve such problems. Students are also trained to organize various co-curricular activities based on various celebration on the

college, which help them to develop how to organize the various activities in their schools, reflective thinking, co-ordination, cooperation, team spirit, open mindedness.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The curriculum is rich with learning experiences that help equip students with adequate knowledge, skills, values and abilities for achieving professional and personal competence. The curricular experiences provided includes an eclectic blend of theory courses and project based courses that are interconnected.

Students are guided and mentored in their journey to become competent teachers during the intensive internship program spread across three semesters.

Students are trained to incorporate technology in their teaching as well as other activities by organising expert sessions on using the Interactive Intelligent panels in the classrooms.

Engagement with the community is an important aspect and various programs and visits are planned to sensitize students to the problems of the community and their social responsibility as teachers.

As members of various clubs and committees students help in the organising and functioning. Students organised various co-curricular events and extra-curricular events like workshops, seminar presentations, exhibitions, Brunch-Fest, student council elections, intra-college competitions, annual day and many more to help them develop 21st century skill set of management, collaboration, effective communication, creativity and team work.

Students also completed value added courses conducted by the college like Working in a Team, Developing ICT proficiency and also online self-study courses.

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

1.4 - Feedback System

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

Two of the above

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

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

99

2.1.1.1 - Number of students enrolled during the year	
99	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year	
0	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
0	
File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded
2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year	
0	
2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year	

0

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

2.2 - Honoring Student Diversity

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

Admission to the B.Ed Program is carried out by the Admission Regulating Authority, therefore the students admitted to the college are sent through the various round of admissions. Nevertheless at the admission point the Principal interacts with the students to find out whether they are in the program by choice or by chance. This Interview or Interaction is marked at the entry point and learners are categorized into various groups. At the Orientation student teachers are made to exhibit their talents. Parents and Guardians are encouraged to join the orientation program to understand the demands of the course. To assess their organizational skills and leadership and communication skills opportunities in the form of activities are assigned to them. In small groups personal assessment is practiced through mentor mentee meets at regular intervals, which eases their stress and makes the environment conducive to learning and handle the pressure that arises during their program. Collaborative and Cooperative learning is encouraged by peer learning groups, for all student teachers. Peer tutoring is encouraged .

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

20:1

2.2.4.1 - Number of mentors in the Institution

5

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

Sree Narayana Guru College of Education promotes Multiple mode approach to facilitate teaching learning process both in curricular and co curricular aspects. We have a good infrastructure that helps us to use varied mode approach which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning. Our lecture hall has an 75 inches "INTERACTIVE INTELLEAGENT PANEL' which helps the students enhance their skills.

Experiential learning is provided to conduct national days and festivals in their internship schools, Field trips, Science exhibitions, "Beach Cleaning", Community work.

Participative learning opportunity provided to students to participate, conduct educational programs, seminars, workshops, learning resources, group activities.

Problem Solving methodologies are introduced through Action research to understand the causes of problems scientifically and provide strategies to overcome.

Brain storming and Focus Group Discussion helps them in community work activities, experiential learning activities, art and drama, book review, movie review, internship programs etc.

Online mode: Our teachers share information and instructions about class test, assignments and relevant information in Google classroom.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

5

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

2.3.3 - Number of students using ICT support (mobile-based learning, online material,

podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

99

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

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

Three of the above

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

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

A mentor in our institution guides the students throughout the two-year B.Ed. course, helping them overcome their difficulties in academic and non-academic areas. The faculty members take utmost

care of their mentees by attending to their queries, difficulties, and problems in their professional and personal lives. Each mentor in the institution helps the mentee develop their professional attributes in different ways.

During different semesters in 2 years of B.Ed. course, student teachers need to work in teams. In-charge teachers/mentors guide them in different areas such as project-based activities, regular core subject activities, co-curricular activities, practice teaching, community work, lesson guidance etc. and provide constructive feedback to boost their self-confidence and teamwork abilities.

We cater to language diversity by a multi-lingual approach during the teaching-learning process.

The principal and faculty members conduct orientation sessions at the start of the B.Ed. course and during different semesters to make student teachers aware of themselves, which helps them improve their self- and interpersonal relations. One of the audit courses, 'Understanding the Self,' gives them an opportunity to understand themselves and evolve as professional individuals.

Experts in the field conduct various sessions on stress management, mental health, personality development, etc., to balance home and work stress with the objective of holistic development of student-teachers.

Faculty members keep students abreast with recent developments in education by incorporating the latest information in theory lectures and conducting various workshops and sessions on different topics.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various

Four of the above

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

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

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

At, Sree Narayana Guru College of Education, we aim to provide stimulating educational experiences that change the attitude, behaviour and values of student teachers so that they are shaped into responsible agents of change in the society. To achieve the same, variety of activities and learning experiences are planned and executed during teaching-learning process of the B.Ed. course.

1. Faculty members use various innovative teaching methods such as flipped classroom, experiential learning, co-operating learning strategies, concept mapping, seminar presentation etc. to make teaching learning process more enjoyable. It gives students an opportunity to develop their cognitive abilities and problem solving skills. They explore themselves and showcase their innovative ideas during Internship lessons, assignment submissions, in house competitions etc.
2. Various skill development programmes are conducted such as workshop on CANVA App, Poster making, Essay writing, Learning resource workshop etc. Peer tutoring on data analysis for action research etc. Once students learn new skills, they try out, use them and showcase their creativity, innovative ideas through various presentations. They themselves have created program flyers using Canva app, prepared innovative posters, exhibited innovative learning resources and used them during presentation of lessons. Also show their talents in inter-collegiate competitions using their skills.

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

2.4 - Competency and Skill Development

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

All of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning

Six/Seven of the above

Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	All of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group	All of the above

activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement	All of the above

in preparatory arrangements
Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

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

Four of the above

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

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

Selection/identification of schools for internship: Schools are identified such that students get an experience of variety of Boards of Education. The faculty approaches the school and decides the internship according to the schedule of the school programmes.

Orientation to school principal/teachers: Each faculty member of the college is assigned in charge of particular school. The practice teaching in charge prepares a document detailing the activities for internship. Then the faculty in -charge interact

and orient the school principal and teachers respectively.

Orientation to students going for internship: The faculty in charge of internship orients students going for internship regarding code of conduct, lessons to be given during internship and other activities to be carried out.

Defining role of teachers of the institution: Teacher educators play the role of lesson guides, supervisors and mentors in guiding the internship activities of student teachers.

Streamlining mode/s of assessment of student performance: The college has structured formats for evaluation of lessons and internship activities of the students. Students get feedback about lessons from the faculty/schoolteacher/Peers who observes the lesson.

Exposure to a variety of school set-ups: our students have been exposed to a variety of school set-ups, such as SSC, CBSE, Board schools. The PG qualified interns were offered junior college internship experiences.

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

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

2.4.9.1 - Number of final year students during the academic year

49

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

2.4.10 - Nature of internee engagement during internship consists of Classroom

Three/Four of the above

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

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

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

Sree Narayana Guru College of Education conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating body, University of Mumbai. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects.

Role of Teacher Educators: Teacher Educators discuss internship plans with the School Principal and ensure that there is smooth coordination between the college and the internship school. They mentor the internees and help to prepare the timetable for lessons and activities. Student teachers are coached for the lessons.

Role of School Principal: The School Principal or Coordinator generally interact with the internees and wherever required. Various responsibilities are assigned to internees by the school Principal or by the coordinators.

Role of School Teachers: The school teachers allot units for

lessons and convey their expectations to students. Co teaching lessons with school teachers are guided and evaluated by the school teachers. Internees shadow schoolteachers and learn from them.

Role of Peers: Peer support is very reflected in organisation of the timetables, conducting of activities, and coordination with teachers. Peer feedback is given for lessons. Group activities such as co-curricular activities organised in schools are dependent on peer coordination and support.

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

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

Three of the above

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

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

Four of the above

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

2.5 - Teacher Profile and Quality

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

6

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

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

2

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

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

9

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

54

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

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

The faculty members keep themselves updated by attending various seminars, workshops, conferences, short-term courses, FDPs related to current developments and issues in education, which are organised either in-house or in other institutions. Multi-disciplinary Research papers on different issues and trends in the education field have been presented by the faculty members in such seminars. Faculty members enhance their knowledge through participation and share their insights with colleagues during informal discussions at college.

Whenever Principal or Faculty is involved as a Facilitator or as Resource person, their responsibilities and roles are shared with other faculty after the completion of the program. Some of the faculty members are part of the syllabus committee of Mumbai University's Integrated four-year B.Ed. course, Chairpersons, Paper setters, and moderators for various core and pedagogy papers. Any new information or change with respect to syllabus, paper pattern, evaluation system, examination, etc., is discussed, and information is shared with colleagues during in-house discussions.

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

2.6 - Evaluation Process

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

The institution has a Continuous Internal Evaluation framework in

place as per the rules and regulations prescribed in the 2 year B.Ed. syllabus with proper planning and regular monitoring done by the principal and faculty.

The internal assessment of the conceptual understanding includes formative assessments of theory papers for each semester which include essay tests, class tests and assignments.

Every internal assessment is followed by feedback sessions. Students not clearing a test are given a chance of retest along with mentoring.

The students are oriented about the internal evaluation process in each semester. Sufficient time is given to the students to prepare for the tests. Revision lectures are conducted before the class tests and question banks are provided for each theory paper to help them prepare well. Students are encouraged to prepare answers for each question and tutorials are scheduled to help them clarify any doubts.

The skill-based competences are assessed by means of project based activities for each semester as per the university syllabus with orientation sessions conducted for each task.

Once again regular feedback is an essential aspect of the project based assessments. Students are constantly monitored and mentored to help them improve their performances.

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

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

Four of the above

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

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

External Grievance Redressal:

- At the university level, the college examination in charge guides the students for necessary actions. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side.
- University exam timetable is informed to students as soon as it is received and even uploaded on the college website.
- University exam results are uploaded on Google Classroom and also shared in the WhatsApp group.
- The college submits all the revaluation and re-examination cases to the University. Institution informs the students the revaluation and re-examination results.
- The college office informs Student teachers about filling up University semester wise exam forms and provides help while filling up of examination form.
- The college submits all the revaluation and re-examination cases to the University. Institution informs the students the revaluation and re-examination results.

Internal Grievance Redressal:

- In the beginning of every semester, student teachers are informed about assessment process during the semester.
- Internal assessment schedule for project-based activities, class test, essay test and assignments are communicated to the student teachers well in advance through WhatsApp group,

Google classroom and displayed on the notice board.

- Evaluation of internal work i.e., tests and assignments are done by concerned teaching staff.

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

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

Academic calendar is prepared in the beginning of the academic year by following the B.Ed. curriculum of University of Mumbai. It includes academic as well as non-academic activities along with evaluation. The academic calendar after being approved by the principal is uploaded on the college website, displayed on notice boards. Examinations are conducted as per the guidelines issued by the University of Mumbai. For each academic year, examination in-charge, Principal mam and Faculty members ensures effective implementation of all activities related to the internal and external examinations and assessments. Student teachers are well informed about formative and summative assessment process.

The faculty informs and elaborates the syllabus along with internal evaluation scheme, its objectives and paper pattern to students at the beginning of each semester. The college displays all the circulars regarding Internal examination on notice boards and google classroom from time to time. The faculties provide extra guidelines and counselling to students regarding evaluation whenever required. Revision lectures and tutorial session are conducted to solve difficulties of student teachers.

Academic performance Report of each exam is maintained by the exam in charge of the college.

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

2.7 - Student Performance and Learning Outcomes

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

The teaching-learning process of the institution is aligned with the stated PLOs and CLOs. The University syllabus of a 2-year B.Ed. course comprises of PLOs and CLOs. The syllabus comprises theory and practical components. Keeping that in mind, the academic calendar is prepared before the start of the program for each semester which includes curricular and co-curricular activities. The planning process considers the CLOs of each course and accordingly appropriate activities are selected and scheduled in the tentative calendar.

At the start of the program, the orientation of the entire course is conducted by the faculty members, focusing on PLOs, to make student teachers aware of the curriculum as a whole. At the start of each semester again they are oriented emphasising the CLOs of each Core course and the internal assessments required to be submitted by them. It includes orientation to Project-based courses such as Internship, Community Work, Action research, participation in co-curricular activities, and orientation to Ability and Audit courses as well. A variety of assignments are given to students to ensure the achievement of CLOs. Student enrichment programs are conducted to develop various skills and positive attitudes to become a competent teacher.

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

2.7.2 - Pass percentage of Students during the year

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

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

We work towards the overall development of the students by incorporating the Program Specific Outcomes and Course Learning Outcomes in the academic calendar. The program outcome for the 2 year B.Ed. program is to prepare competent teachers equipped with requisite knowledge, skills, attitudes and values necessary for being successful 21st century professionals and life-long learners.

SNGCE TEAM encourages the student teachers to observe and learn Effective communication, Classroom management skills, Organizational skills, Teamwork and Collaboration by actively participating in various curricular, co-curricular and extra-curricular activities conducted by practice teaching schools, during their internship period. The student teachers are expected to show cast their technological competence to enhance teaching - learning by integrating technology in lesson planning, classroom instructions, assessments and student management.

Professional Attributes: Our college conducts activities, keeping in mind about catering to the needs of the students professional growth who come from different age group, linguistic, socio economical, religious, cultural, environmental, backgrounds. They are exposed to the current trends in the field of Education.

Personal Attributes: SNGCE strives to bring in ethos of Narayana Guru by encouraging the students to enroll in the value added courses conducted to cater to their personal growth along with their professional growth. We promote Peer tutoring and Practice mindfulness to adopt a culture of peace within themselves and towards others. This attribute helps them to Develop positive

thinking, positive self-esteem and self-confidence.

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

2.7.4 - Performance of outgoing students in internal assessment

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

25

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

Every course has internal evaluation system as per the University pattern. Internal assessment in each course consists of Class Test, Assignment, Essay test, Content test etc.in each semester. These are the areas where internal assessment is conducted on the basis of the performance of the students. Oral and written feedback is provided to students on various tests conducted and attention is given to below-average students to improve their performance in next semester. Constructive feedback helps them to improve their performance in next semester. The Grades achieved by each student in each semester proves that their learning needs are catered to.

During practice teaching, students also administer the tests in

their respective classes and prepare blueprints, marking schemes, answer keys, etc., according to the prescribed format given by the concerned teachers. For this, a detailed workshop is conducted to orient student-teachers to Unit-test administration. Thus, they put theory into practice in actual classrooms and apply their problem-solving skills as needed.

Action research project improves their analytical and thinking skills. Proper guidance at right time helps to improve their presentation skills. To improve their technical skills for analysing research data, in house workshops are conducted for data analysis. Formative and summative evaluation time to time by the faculty members provides them opportunity to improve their performance.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://sngcbcd.org/page/student-satisfaction-survey>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural	Four of the above
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supports	
File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded
3.2 - Research Publications	
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year	
4	
File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded
3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year	
5	

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

3.3 - Outreach Activities

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

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

5

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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

99

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

99

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

99

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

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

Sree Narayana Guru College of Education (B.Ed) is actively organizing and participating in various outreach activities to promote the college Neighbourhood community to sensitize the students towards community needs. The college believes in not only promoting the societal and community activities to sensitize students but also leading in shaping into responsible citizens of the nation and imparting all round development of students in each vertical. The College organizes various outreach activity under the community work and different clubs and also under the co-Curricular activity.

Various program like Lecture on Women Empowerment, Visits to Various remote villages, filed work, , Visit to government hospital , Visit to International NGO , Awareness through street play related to issues in the society, Poster making and exhibitions of the posters, literary awareness program, Co-ordinations And Participation in their Programs , Health and sanitation drive in the nearby community.

All these mentioned activities have a positive impact on the students, and they developed community relationships, leadership skills, and self-confidence in them. It also helped in cultivating the hidden personality of students and creating awareness among students. All these initiatives have gone a long way in the holistic development of the students by sensitizing them to handle social issues and apply strategies in community development.

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

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

0

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

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

None of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Classrooms: College has 6 classrooms, one seminar hall that supports the teaching-learning process. The campus is fully wi-fi enabled. Learners use ICT facilities to do assignments, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the digital era.

Library: The college has one library associated with one 'library cum reading room'. Which is shared by commerce college.

Laboratories:

- Curriculum laboratory has various aids like maps, geometrical instruments, models, Lesson plans.
- Science laboratory
- Psychology laboratory encourages students to do the experiment related to psychology of learner CC-3 paper.

Computing facilities: Computer laboratory is well equipped with the updated MS Office software. The computer lab is also shared with the commerce college. A common attached printer is also available for printing the documents. LCD projector attached to computers with internet facilities.

Sports Facilities - Indoor games like table-tennis, carrom-board etc. are also available. College also has football tuff where in students plays football.

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://sngcbcd.org/page/infrastructure
Any other relevant information	No File Uploaded

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

1.42

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

4.2 - Library as a Learning Resource

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

The College has two computer labs with a total of 122 computers for students with LAN systems and internet connectivity through two cables of 50 MBPS speed. It also has computers with internet connectivity in the library, administrative office, Principal's office, Staff room, etc. The College campus also has free Wi-Fi connectivity for the students and staff. All the computers are upgraded as per the requirements. The College Management has appointed a System Manager and an assistant to take care of the issues related to IT facilities. A sufficient number of printers as per the need are available in the Principal's Office, Administrative Office, and Staff room too. Utmost care is taken for e-waste management. The College campus also has free Wi-Fi connectivity for the students and staff. All the computers are upgraded as per the requirements. The College has 2 Interactive Panels and 2 Projectors in the various lecture halls. The College library operates with Soul 3.0 version software. Research Scholars and Faculty are registered on Nlist so that they can easily access books/journ. The system Manager has been given the responsibility of handling all kinds of queries relating to the ICT facilities of faculty and students.

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

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

The institution's library is a hub or repository of Information. In our Institution, it is a shared resource with the Academic College. This resource room is a pivot to academic and research work as it provides information services to support the institution's teaching and learning, research, and outreach activities. The college library subscribes to NLIST e-Resources so that remote access is possible.

Faculty has access to varied collections of books and journals of different publications online. The Faculty is registered and the necessary information and link needed to access the library resources is provided to the faculty. Very soon we will introduce our students to this system and they will be oriented on how to

link to the library resources remotely during the library Induction program. we propose to involve our College alumni to support the library effort by identifying, downloading, and donating e-books to expand the College's existing library use.

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

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

Three of the above

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

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

.3420

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year**July 2023 40+5**

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

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

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

The College has two computer labs with a total of 122 computers for students with LAN systems and internet connectivity through

two cables of 50 MBPS speed. It also has computers with internet connectivity in the library, administrative office, Principal's office, Staff room, .The College Management has appointed a System Manager and an assistant to take care of the issues related to IT facilities. A sufficient number of printers as per the need are available in the Principal's Office, Administrative Office, and Staff room too. Utmost care is taken for e-waste management. The college library operates with Soul 3.0 version software. The College campus also has free Wi-Fi connectivity for the students and staff. The College library operates with Soul 3.0 version software. Research Scholars and Faculty are registered on Nlist so that they can easily access books/journals etc. online without any problem. The College is also a center for Online assessment. There are computers in the Computer laboratory demarcated for this job. to make things more convenient the staff room computer too the university software is uploaded for Online assessment.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

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

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

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

4.4 - Maintenance of Campus and Infrastructure

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

4.16

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

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

The classrooms are well equipped with all modern technology like the smart boards, green boards, bulletin boards. Cleaning and maintenance are done on a regular basis. Annual maintenance of all the modern teaching technology system about repairs and replacements are the basic attributes of classroom management.

Laboratories (Science lab, Psychology lab,) are in the college are furnished according to the statutory rules. Necessary equipment and material are procured to deliver to the students the best standards of education. Fire Safety equipment is maintained for precautionary measure. Maintenance of equipment is organized.

Library is well maintained in tune with the changing academic needs of the students and faculty. List of books in various subjects required by the faculty members, is invited. After that books are purchased by following proper procedure. Maintenance and utilization of library resources are done strictly following the library rules.

Computer laboratories have adequate number of computers with required component configuration and also downloaded with latest antivirus software. Maintenance of campus Wi-Fi connection is done on regular basis.

Sports: Annual sports day is conducted in college. Rules for participating in the events are displayed on the notice board.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	B. Any 3 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	View File
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Three of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
20	49

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

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

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

1

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

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

3

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

5.3 - Student Participation and Activities

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

The institution has a well-constituted student council which is elected through a democratic process. Student councils participate, organize, and manage various academic and co-curricular activities in the college. Feedback from Council Members is valued for better functioning. Members of the Student Council serve as a bridge between the students and the administration. They ensure that the grievances of the student population reach the authorities, and act as the students' representatives in the process of making important decisions.

They take the initiative to arrange various events of college such as picnics and field trips, and organises national and international days of significance. Student representatives are a part of the various committees. They shoulder responsibilities given to them successfully.

Alumni helps the student council members wherever possible and required. Alumni share their experience and motivate newly enrolled students by giving various strategies to handle timely B.Ed. project submissions. They serve as supervisors for conducting exams, Resource persons for demo lessons, workshops, ICT skills etc. Alumni already in higher positions in various educational institutions provide job opportunities to our suitable candidates.

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

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

30

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

5.4 - Alumni Engagement

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

Alumni play many valuable roles; they help create and grow the brand of the institute with their workforce and by spreading the

ethos of the institute. The college has an active alumni group, duly registered under societies registration act 1860 on 16/02/2024 as "Sree Narayana Guru College of Education Alumni Association". A separate bank current account is open for the same. The association uses the lecture hall after college hours or on nonfunctional days for meetings and discussion. It tries to felicitate meritorious students and also provide financial aid to the needy students anonymously, participates in teaching learning process, help the students in their internships by cooperating with them to take co-teaching lessons and on the job training.

The alumni membership process is done by creating a registration form for all final year students who can join this group by paying a minimum amount of Rs 100. They are constantly evolving as Resource Persons in Workshops/Orientation program for new students, as Supervisors in Examinations, as Organizers of sport events on Sports day. They act as motivators and help the students in developing their skills for practical situations as well as support in placement of current students in various reputed schools.

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

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

Five/Six of the above

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

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

2

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

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

Sree Narayana Guru College of Education aspires to offer high-quality teacher education to empower, enlighten the student-teacher fraternity and promote lifelong learning. As a proof of the growth of our college's performance our alumni members are appointed as teachers, teacher educators, curriculum developers, centre heads in various schools, educational institutes across all boards and also in the schools and college on our own campus.

Our alumni members at regular intervals meet our students while visiting our college as resource persons for workshops (Paper bag making, Eco friendly Ganesh making, Orientation to Various boards of education, Use of Basic digital tool in classroom teaching etc), Value added courses (Team building, Teachings of Sree Narayana

Guruji), Demo lessons (Pedagogy wise) and give them confidence and motivate them to manage their regular college activities, studies and show case their talents and recognize the special skills and talent in them.

Our alumni who are already placed in our internship schools mentor and nurture our students' special skills in writing innovative lesson plans, conducting school activities, choreographing dances, anchoring events with confidence, encourage the students who have continued their education after a long gap/marriage to show case their special talents.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The governance of the college is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission.

Vision: Preparing exemplary teachers and school leaders for roles in a divers Changing society, by offering the best dynamic, value-based, Creative, Environment friendly educational experience and motivating learners to become committed and professional teachers.

Mission - To enable student teachers to become beacons of knowledge, motivate them to become committed and dedicated professional teachers through effective teaching and training thus accomplishing defined learning outcomes, dedicated to meeting the

needs of the diverse communities they serve.

The college follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The college comes under the Sree Narayan Guru Mandira Samiti has been established with a firm commitment to foster a holistic approach.

Governing body and college strictly follow all the rules and regularisations given by the NCET and University of Mumbai

The College Development Committee (establishment year- 2019) and Management takes active lead in planning, monitoring and evaluating the various academic and administrative process.

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

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

The college practices decentralisation process while conducting various activities during the B.Ed. course of all the semesters. Various committees are formed and responsibilities are given to concerned committee members for the smooth functioning of the entire B.Ed. course. There are various committees and cells such as Time-Table Committee, Examination Committee, Practice-Teaching Committee, Community Work, Co-curricular Activities Committee, Alumni Committee, Redressal of Grievances Committee, etc., which work hand in hand as per the academic calendar. The Student council members are included in most of the committees such as Co-curricular activities, Discipline, Internship, College Development committee etc., which shows their participation in the functioning

of the college. The faculty members plan various activities along with student council members in such a way that each student in the class is exposed to various learning experiences which motivates them to participate in various activities. They shoulder responsibilities and mentor students to execute the planned activities successfully. It caters to the diverse needs of the students, training them to become professional teachers. The alumni also are involved in various committees such as practice teaching, examination, curriculum planning, college development, placement cell etc., Though various committees are formed for the smooth functioning of the B.Ed. course, they all work as a team, accommodate and co-ordinate with each other to execute their plans. Such type of participative management helps in working towards achieving the goals and objectives of the institution.

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

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

The college maintains complete transparency in all areas of functions.

Sree Narayana Guru College of Education (B.Ed.) is a self-finance college. Salaries and other expenses are met by the fees paid by students. Receipts are provided for all the fees collected from the students. All purchases are done as per the protocol. Payments are made by cheque and all records are maintained. Audits are periodically conducted to ensure complete transparency.

The Academic Calendar is prepared before the year begins with the consultation of all faculty members. It includes all activities and programs as discussed in meetings. During the Orientation program, the students are briefed about the College Code of Conduct which includes all the academic rules and regulations. University results and examination notices are displayed on the notice board and uploaded on Google classroom too. The College has a number of committees through which various programs and activities are conducted.

Every employee is part of the college administration. Various committees are formed at the beginning of the session to look into the various activities of the college. Admission process is conducted as per the procedures of Maharashtra State CET Cell. Staff recruitments are done as per the rules of the University and transparency is maintained in all respects. All important notices are displayed on the notice board.

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

6.2 - Strategy Development and Deployment

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

"Introducing Self-Study courses and updating Value-Added Courses", "Organising activities, seminars and workshops in collaboration with Alumni Association" and "Earn while you Learn Programs" are some of the development plans envisaged in the strategic plan for 2022 - 2027.

To achieve this the college conducted the following Value Added Courses:

1. Course on "TEAM BUILDING" that was planned and implemented for the FYBED and SYBED students of the 2023-24 batch. The course was developed and conducted by the college alumni Dr. Dhanalakshmi Pillai (alumni batch 2012- 13) who is also a Visiting Faculty of the college.
2. Course on "Life and Teachings of Sree Narayana Guru" conducted by Visiting Faculty Dr.Prasanna Arvindakshan for the students of SYBED.
3. Course on "COMPUTER LITERACY" that was conducted by SYBED student Ms. Krishnapriya Kodikkatt for the FYBED students enrolled for the course under the "Earn while you Learn" initiative undertaken by the college.

All the value added courses were greatly beneficial to the participants and equipped them with pertinent insights, skills and values that will help them in their professional and personal journey.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://sngcbcd.org/uploads/gallery/media/SNGCE%20STRATEGIC%20PLAN%202022%20-%202027.docx(1)%20F.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Sree Narayana Guru College of Education(B.Ed.) is a linguistic minority college run by Sree Narayana Mandir Samiti, a trust working for the upliftment of the weaker section of society. The SNMS committee co-ordinates with the Principal for the measures to be taken for the development of the college. The College Development Committee assists the college in all academic, administrative and infrastructural development.

The IQAC has been formed and it works for the enhancement of the quality. It suggests appropriate steps to improve the functioning of the college.

There are various academic committees such as practice-teaching committee, examination committee, cultural committee, Community work committee etc. which prepare their plan of action, discuss it in IQAC meetings and implement it incorporating suggestions received from IQAC. Annual plans are discussed thoroughly in meetings before implementation. All the members of the various committees keep themselves updated by attending seminars and workshops. The administrative staff looks after the admissions, eligibility, scholarship, freeships, document submission and its verification etc. Correspondence with higher education regulating bodies such as UGC, NCTE, government bodies etc. is looked after by the administrative department.

Accounts are maintained and duly verified from the auditor. Government rules and regulations are followed in the appointment of faculty and staff members. Procedures as prescribed by the University, governing bodies etc. are followed. Thus, participative management is seen in the functioning of the institution.

File Description	Documents
Link to organogram on the institutional website	https://sngcbcd.org/page/organogram-of-the-college
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Three/Four of the above

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

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

Sree Narayana Guru College of Education constituted different committees and cells for the planning and implementation of various activities. The committees regularly conduct meetings to discuss relevant matters/issues and take appropriate decisions and minutes of the meetings are duly accorded. Sree Narayana Guru College of Education constituted different committees and cells for the planning and implementation of various activities .Sree Narayan Guru college also forms various other committees, and their functions are properly defined, considering the overall development of the college. Some of these are- College Development Committee, Practice teaching committee, Grievance Redressal Committee, Library Committee, Cultural Committee, Women

Development Cell, Students' Council, IQAC. All these committees Focus Groups work throughout the year in order to fulfil all action plans and maintain their reports.

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

6.3 - Faculty Empowerment Strategies

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

The Principal and the Management ensure the professional development of its teaching and non-teaching staff members. For this, the following practices and policies are adopted: For Teaching Faculty:

1. To participate in seminars, workshops, refresher courses, short-term courses, and orientation programs.
2. To pursue research for higher degrees such as Ph. D. concession in time is provided
3. To seek membership in professional and academic bodies and Associations by making necessary adjustments in TimeTable.
4. To present papers at different conferences at various levels
5. To make an effort to organize seminars and workshops.

6 To organize workshops whenever there is a change in academic curriculum.

7. Provide a well-equipped library with broadband facilities. It also subscribes to the latest and reputed journals and periodicals.

For Non-Teaching Faculty:

- 1) Encouraged to pursue higher education and obtain qualifications

like graduation and post-graduation.

2) Provides earned leave for non-teaching staff.

3) Provides festival allowance advance.

4) Encourages to participate in seminars and workshops

5) Loan Facilities in case of need

6) Admission to our own school and Concession in fees for children

7) Provides Uniform for Cleaning Staff and Peon

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

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

0

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

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

01

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

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

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

1) **Self-Appraisal:** Every faculty member has to submit their performance appraisal through self-appraisal forms which are assessed by the Principal. the Self Appraisal contains all the information of their involvement in College Activities, Academics as well as Activities. It also shows the number of Seminars, conferences, and short-term Courses or Orientations completed by the faculty.

2) **Faculty Evaluation by the students:** Students fill up the evaluation sheets thus giving their feedback of the faculty for the course work handled by them as well as the mentoring done during their practice lesson supervision. this is a regular feature of the Institution. The feedback is shown to the faculty as well as the Management, suggestions for improvement are given by the Principal depending on the feedback and the situation. Appreciation is given wherever due and suggestions for improvement are given too. there is a regular Observation of lectures of the faculty by the Principal.

3) **The non-teaching staff is appraised by the Management Representative.** they are regularly met, they are informed of their flaws, duties are assigned and a strict observation is made on the fulfillment of their duties. The principal is asked to give feedback to the non-teaching faculty under their supervision.

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

6.4 - Financial Management and Resource Mobilization

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

The Sree Narayana Mandira Samiti Managing body is very vigilant in the maintaining of accounts. Regular supervision by the Trust Treasurer and assistant treasurer, regular meetings, and briefing to Accountants are a feature of the Management. 1.Monthly submissions of Income and Expenditure statements duly signed by the Principal of the College 2.Monitoring the Financial situation of the Institution by the Managing body. Its requirements, permission sought from the Trust, and the Execution. Guidance is given in case of misappropriation of procedures. 3.An Internal audit conducted by the Management deputed accountant 4.The Audit queries are resolved immediately and thereafter the financial statements are approved 5.Appointment of the External auditor by the Managing body of the Trust 6.A mandatory annual audit conducted by the duly appointed chartered accounting firm. 7.The last audit was done for the year 2022-2023 8.There were no audit objections

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

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

0

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

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

Sree Narayana Guru College of. Education (B.Ed) plans its mobilization of funds and resources quite systematically. Students' Tuition fees are the major source of Income for the Institute. The management provides fee concessions for financially backward students for students from the minority category and all those who are the wards of Patron members of Sree Narayana Guru Samiti. The College has no other source of Income as it is a Self-Financed Institut.

The Managing body makes sure there are certain reserves for the Institution. These reserves can be utilized for salaries and for the purchase of Utility goods required by the College..Optimum Utilisation of Resources: Sree Narayana Guru College of Education (B.Ed) uses some of the resources of Sree Narayana Guru College of Commerce such as the Seminar Hall, Laboratories, library, Canteen etc. As the college timings differ, there is a systematic schedule made to use these shared resources. The Management Committee in its Annual General Body Meeting passes a Resolution to this effect. The college Library is functional from 7.00a.m to 6.00p.m thus it accommodates all the students systematically.

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

6.5 - Internal Quality Assurance System

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

The Sree Narayana Guru College of Education (B.Ed) follows the guidelines and syllabus prescribed by the University of Mumbai. Establishment of IQAC and college development cell and under that various committee that are Curriculum planning commit, Practice teaching committee, Examination committee, Women development cell, Grievance and redressal, Placement cell , Minority cell , Student council works very smoothly in the improving the quality of the teacher education programme.

The various subcommittees regularly implement the various activities under the guidance of IQAC and College development cell. The IQAC continually refers to NAAC website to peruse through material and documents that can help to enhance the quality in the college.

The IQAC takes measures to study the various documents and circulars of UGC, NCTE and Ministry of Education. Changes introduced are discussed and initiatives are taken to be in synch with the same.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning

Process periodically in not more than 100 - 200 words.

The college reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which includes Curriculum committee, Examination, Practice teaching, Library, Placement cell, Community work, College development committee, Women development cell, Grievance Redressal cell.

Before starting the academic year, the Principal, Staff and Members conducts the meeting and planned the academic Calanders for all the 4 semesters. Same academic calendar later discusses with the IQAC , College development committee, Curriculum planning committee to plan Various quality initiatives for improving the teaching-learning process are taken by the college, like Organization of Seminars, Workshops, Events like Annual day and prize distribution day , Various visits, Learning resources exhibitions related to pedagogy subjects, celebration of the various day , Value-added courses for students, Visits to library references ,Encouragement to use ICT resources in teaching learning process.

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

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

5

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://sngcbcd.org/uploads/gallery/media/IOAC%20Meeting%2015%20march%202024.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

ACADEMIC INITIATIVES - Capacity building for innovative practices and better digital integration through E-Learning, Blended Learning and other approaches

Preparing teachers with skill sets for the 21st century is the need of the hour and with this objective the college is working on a number of capacity building initiatives for innovative practices and better digital integration.

A number of skill development initiatives have been planned for the students like

- applying constructive approaches and experiential learning techniques
- developing digital competencies
- opportunities for vocational education
- completing value added courses
- completing self-study courses
- personality development
- workshops and sessions for soft skill development
- mentoring and peer tutoring
- active involvement in club and cell activities
- planning and organising events
- participating in community outreach.

ADMINISTRATIVE INITIATIVES - Registration of College Alumni Association

The college has registered the Alumni Association under the societies registration act 1860 on 16/02/2024 as "Sree Narayana Guru College of Education Alumni Association".

A separate bank current account is opened for the same. The association conducts regular meetings and discussion and is actively engaged in activities like participating in teaching learning process, helping the students in their internships, providing on the job training, felicitating meritorious students and also provide financial aid to the needy students anonymously.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Cleanliness and sanitation are widely practiced at Sree Narayana Guru College of Education (B.Ed) .Management, Principal , staff members , Students have been engaged to maintain high hygiene standards.

Cleanliness, sanitation and green cover are the priority of the institution. Cleanliness: On a regular basis the college keeps the campus clean and maintains greenery by planting different plants. Weeding of unwanted grass is done on regular basis in the college campus. Sanitation: Segregation of the waste is done in the campus premises. The waste collection department of Brihanmumbai Municipal Corporation Chembur. Cleanliness of toilets, classroom, campus is mandatory. During Covid protocols, sanitizers were kept in every floor and entrance. Regular cleaning of toilets is done, the floor supervisor keeps a check on the same. Green cover: Apart from primary cleanliness and sanitation efforts, the college is also committed to promoting sustainable habits by promoting cloth bags through bag making and fun with newspaper workshop, various activities such as street play, Various programmes under the ventel action plan, organizing of cleanness drive under the community work , Participation of the students and staffs in the various workshop related to environment along with other efforts to maintain a green environment.

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

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation

procedure in not more than 100 - 200 words.

In Sree Narayana Guru College of education, the waste management practices are differentiated into three parts:

Solid Waste Management - Students and staff are made aware of proper waste management practices through lectures, displaying slogan boards in the campus to reduce waste at the institute.

Segregation of dry and wet waste on a daily basis from various sources. Separate dustbins are used for different types of wastes. Segregation of the waste is done in the campus premises. The waste collection department of Brihanmumbai Municipal Corporation.

Decrease in the use of paper: Many teachers encourage the use of Google docs. This encourages independent learning. There has been increase of e-notices and e-reporting of all activities across the board, by faculty, office and students. The use of WhatsApp, Google Classroom, SMS and email for communication used for decreased use of papers.

E-waste management: Nonfunctional computers are repaired and reused. Old versions of computers are updated and used. The E-waste collected is stored in the storeroom and disposed of every year accordingly. Old monitors and CPUs are repaired by our technician and reused. E-waste management drive was taken to do the proper e-waste management.

Liquid Waste management: All the liquid waste from washroom, bathroom is collected through systematic drainage System. Zero percent leakage of wastewater is ensured.

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

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

Three of the above

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

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

Two of the above

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

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

The Sree Narayana Guru College of Education (B.Ed) .Management, Principal , staff members , Students have been engaged to maintain high hygiene standards. The College highlights and takes care of every basic parameter of maintenance of cleanliness like, personal hygiene, safe water, wastewater disposal, solid waste disposal, food hygiene and environmental sanitation.

Cleanliness, sanitation and green cover are the priority of the institution.

Cleanliness: On a regular basis the college keeps the campus clean and maintains greenery by planting different plants. Weeding of

unwanted grass is done on regular basis in the college campus.

Sanitation: Segregation of the waste is done in the campus premises. The waste collection department of Brihanmumbai Municipal Corporation Chembur. Cleanliness of toilets, classroom, campus is mandatory. During Covid protocols, sanitizers were kept in every floor and entrance. Regular cleaning of toilets is done, the floor supervisor keeps a check on the same.

Green cover: Apart from primary cleanliness and sanitation efforts, the college is also committed to promoting sustainable habits by promoting cloth bags through bag making and fun with newspaper workshop, various activity such as street play, Various programmes under the ventel action plan, organizing of cleanness drive under the community work , Participation of the students and staffs in the various workshop related to environment along with other efforts to maintain a green environment.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

Four of the above

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

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**.28350**

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

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

The institution is located in a sprawling educational complex belonging to the Sree Narayana Mandira Samiti in Central Mumbai in the heart of the city. The complex houses a number of educational institutions that have been built with the vision of leveraging the local environment, locational knowledge and resources and the community.

Many Localities around the campus have residential families from lower socio-economic group. The college collaborated with local hospital as well as the local mohalla committees to conduct awareness programs on social and environmental issues like health, sanitation, importance of education, proper waste management, and plastic pollution. The students engaged in a number of community outreach programs in the neighbourhood.

The college regularly collaborates with M-Ward schools for training teachers of primary and secondary sections. This year a workshop on "Use of Basic Digital Tools in Classroom Teaching" was organised in association with the college alumni association wherein about 100 teachers from various M ward schools participated in the training program.

Collaboration with local NGOs helps the students in maintenance of the green spaces, vermicomposting and tree plantation on the campus. The students prepared and distributed paper bags to create awareness and reduce plastic pollution in the neighbourhood.

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

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

B. Any 3 of the above

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

7.2 - Best Practices

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

Best Practice 1 Title of the Practice - Vocational Education- Vermiculture, Eco friendly Ganesh making.

Objective

1. To Create awareness to use the waste products in best possible means

The Context

The vermiculture project helps us in preparing manure and gives an opportunity for the students to learn and get exposed to vocational education.

The Practice

Our College Conducted a workshop on students along with the help of Anirudhha (NGO) created a Vermiculture Pit.

Evidence of Success

We used the manure to trees and plants of the campus.

Remark/feedback

The feedback given by students are their perception of life and the problems faced by them in day to day activity has changed towards positivism.

Best Practice - 2

Title of the Practice - Skill Development Initiatives

Objective

1. To promote and develop all-round Personalities with a mature outlook to function effectively in different circumstances

The Context

There is a global need for giving a realistic perspective of workplace expectations and holistic development.

The practice

Conducted workshops/value added courses on Team Building, Computer Literacy, Enhancing language, Stress Management and Leadership

skills.

Evidence of Success

These workshops and value added courses helped in boosting the confidence of the Participants and has helped our student teachers get placed in good schools.

Remark/Feedback

The feedback given by students are their perception of life and the problems faced by them in day to day activity has changed towards positivism.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

Gandhiji introduced the concept of 'Nai Talim', Experiential Learning, which the New Education Policy,2020, has also emphasised and expects student teachers to imbibe thoroughly. Various activities in this respect are planned and executed with an approach to the holistic development of body, mind, and spirit, i.e., the 3 H-Head, Heart, and Hands.

We conducted Nai Talim Week from 2nd October to 7th October in various internship schools. The student teachers organised various experiential activities that focused on cognitive, psychomotor, and affective domains of learning, the 3 H of Nai Talim.

The Commerce Club of SNGCE, in collaboration with Alumni Association of SNGCE, organised a 'Brunch Fest-24' on 14th February

2023, a food mela, giving students a real life experience of doing a business activity, inculcating the values of entrepreneurship.

A workshop on using the "Canva App" was organised to familiarize students with the app and teach them how to use its features to create brochures, flyers, invitations, videos, etc. during the teaching-learning process. .

On World Water Day on 24th March 2024, an activity of 'preparing liquid fertiliser with citrus fruit peels' was conducted. It is an eco-friendly activity promoting sustainable living.

E-waste Collection Drive campaign was run from 27th February 2024 to 9th March 24 on the occasion of World Sustainable Energy Day in the campus and urged all fraternity to throw E-waste materials in the designated waste basket which was later handed over to BMC E-waste collection centre.

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