



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SOPAN'S SUVIDYA COLLEGE OF SPECIAL EDUCATION

**BMC SCHOOL BUILDING,NATWAR NAGAR,ROAD NO.5,JOGESHWARI(E)
400060**

www.sopan.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Suvidya College of Special Education is an affiliated college of the University of Mumbai. It conducts the 2-year B.Ed. Special Education Program with specialization in autism. The College is a pioneer in that, it was the first college in India to offer the B.Ed. Special Education (Autism Spectrum Disorder) Program. The B.Ed. Program is recognized by the Rehabilitation Council of India (RCI). At present, the Suvidya works from a leased accommodation in a building that belongs to the Municipal Corporation and is located at Andheri East, Mumbai.

Suvidya was established in 2015 by Society of Parents of Children with Autistic Disorders (SOPAN), a registered Public Trust and Society that has created a network of services for training and rehabilitation of children and young adults with neurodevelopmental disabilities. Today, SOPAN is a thriving organization that works with central, state and local agencies for the cause of disability. Our mission 'Development of Human Resources for Education and Empowerment of Persons with Autism and Associated Disabilities' is aligned with SOPAN's larger vision.

Currently, Suvidya's programs are self-funded as the College does not receive any grant from the Government of Maharashtra.

Vision

For any organization, whether involved in production or service delivery, human resources are extremely important for its growth and success. Disability sector primary is being served by qualified professionals. Suvidya College of Special Education is primarily a Teacher Education Institute. Our vision is – **Development of Competent Human Resources in the Field of Disability Rehabilitation.**

Mission

Whereas an organization's vision is its beacon and overarching aim, the mission is the pathway to achieve the vision. In line with stated vision, Suvidya' mission is – **Preparation of knowledgeable and effective teachers for education and training of children with autism and associated disabilities.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Dictionary defines strength as the quality of being strong. Strengths are assets that help an organization to achieve its stated goals.

1. Genesis: Being part of SOPAN is an asset as we are a College of Special Education. Just as a parent supports the physical, social, and cognitive development of the child, SOPAN's values and philosophy

have guided our growth. The students have the advantage of being able to observe, different disability services run by SOPAN. The students get knowledge from the theory courses, but acquire the skills and positive attitude after practice teaching or interning at SOPAN's schools. They learn to view CWSN as valuable human beings who deserve their place in the sun.

2. Governance: Recruitment of faculty is done as per the norms set by the University of Mumbai and the student admission process is in accordance to the rules of the Maharashtra Common Entrance Test (MH-CET) Cell.
3. Staff: The teaching staff are qualified as per the norms of the RCI and have several years of experience of working in institute of higher education that run Programs in special education.
4. Transparency: There is transparency in functioning of the college, from student admission which is as per rules set by MH-CET and Maharashtra Admission Regulatory Authority, yearly fee which is prescribed by the state Fee Regulatory Authority, to curricular transaction.
5. Curricular Transaction: Students are often exposed to real demonstration of a given methodology/technique. Field work experiences are discussed with students with respect to how the theoretical concepts are linked to practices, and the impact it has on their personal feelings and attitude. Therefore, the unification of knowledge, psychomotor and attitude is central to the transaction of curriculum.
6. Evaluations: Examinations are conducted as per the schedule sent by the University. The internal assessment dates are informed to the students in advance. Grades/marks obtained by each student in internal evaluation are put up on the notice board before they are sent to the University in order to address any evaluation related grievances.

Institutional Weakness

Weakness reflects the lack of strength that may lead to failure under pressure or adverse situation

1. Accommodation: Being in a leased accommodation, the college has limited space and as such has often to use some physical facilities on time share basis with others.
2. University affiliation: Although we are functioning for over 8 years, we still have not got permanent affiliation from the University on the ground that the College is situated in a leased accommodation
3. Lack of hostel facility: As we do not have hostel facility, we are unable to get students from interior Maharashtra and from other parts of India despite several inquiries for admission on a regular basis.
4. Non-funded status: In comparison to aided colleges, we get fewer students as our fees are higher than those institutes that receive funds from the government. This status also has impact on the faculty as we are unable to pay them at par with what their counterparts in aided colleges receive.

Institutional Opportunity

Opportunity comprises of factors that increase the possibility for an organization to do what it wants to do or should do.

1. P.G. Program: As per the RCI rules, if a teacher wants to acquire a Master's Degree in Special Education, it must be in the same specialization what he/she had in the B.Ed. Special Education. Hence, if students of our college want to acquire M.Ed. Special Education Degree it must be with Autism Specialization only. This provides us an opportunity to start the M.Ed. in Special Education (Autism) Program.

2. Consultative role: We are the only college in Maharashtra that runs the B.Ed. Special Education in Autism at present. Our work has been acknowledged in the field. Our faculty members are invited as resource persons for programs done in the State. The State Government has recently set up a Ministry for Welfare of Persons with Disability (Divyangjan). This Ministry will develop policies and schemes for various disability groups. As an institute of higher education, we can play a consultative role in this process.
3. Research and Documentation: We have qualified and experienced faculty members with several publications. We can use this to our advantage to garner funding from both government and non-government agencies for conducting research on issues related with autism, special and inclusive education. The findings from such endeavors may be published in books or journals.

Institutional Challenge

A challenge is a situation that needs systematic effort and energy for addressing it successfully and hence, tests an organization's ability.

1. Enrolment: In the recent years the enrolment in the teacher education programs has reduced considerably in comparison with the times when the B.Ed. program was for 1-year duration. Candidates do not want to spend more time and money when the salary structure in schools has remained the same. We started in 2015 when the B.Ed. program duration was extended to 2-years. Hence, we have been affected with low enrolment from the beginning. We need to invest in promoting the program and its relevance in the current educational scenario wherein the Central and the State Governments are implementing the NEP 2020 and NCF 2023.
2. MH-CET: The process of Maharashtra Common Entrance Test is often not known to the candidates who do not belong to the State. Hence, while we get many inquiries and requests for admission from candidates across India, we are unable to admit them as they have not appeared for the MH-CET.
3. Relocation: SOPAN, the parent body, has constructed a building complex in Panvel, Navi Mumbai with dedicated premise for the College. Our application to the University and the Department of Higher Education has been sent. We are awaiting their response.
4. Faculty: The M.Ed. Special Education (Autism) is run only in Chennai. We would like to have teaching staff with Autism specialization, but are unable to get any as the teachers passing out from that institute do not wish to work in Mumbai due to its high cost of living.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As we follow the curriculum prescribed by the RCI and accepted by University of Mumbai, making modification to the curriculum is beyond our scope. But curriculum is transacted so that the content is linked to local ethos and meaningful to the student teachers.

Faculty meetings to discuss the transaction are conducted at the beginning of every academic year. In addition, every semester begins with semester planning meeting. Semester meetings discuss content allocation and how theory related assessments will be done. Student diversity, their strengths and needs are kept in focus during the

planning meetings. End semester review meetings evaluate the extent to achievement of CLOs in both theory and practicum courses. All planning and review meetings are held in the presence of the Principal. The Director is also present in meeting for academic year planning.

Information about Program Learning Outcomes (PLO) is provided during the Orientation Program for newly admitted students. Each semester is preceded by semester orientation program where Course Learning Outcomes (CLO) are discussed. New faculty members too are orientated to the PLO and CLO, and to the mission and work culture of the College.

Selected transactional approach ensure that students develop a conceptual understanding of the theoretical aspects and acquire evidence-based teaching skills. The aim is to develop competency, professional ethics and a humane attitude – aspects that are most needed in a teacher in special or inclusive school.

Student feedback is sought at the end of the B.Ed. Program. Feedback form is based on the NAAC guidelines

Teaching-learning and Evaluation

To honour student academic diversity, the college at the entry level holds lectures, discussions and videos/movies to bring the new students' focus on special education. The learning objectives are met through constant teaching – evaluating process. Students are encouraged to present their theoretical learning through varied modes; power point presentations, book review discussions, assignments and reports.

The B.Ed. special education programme at Suvidya College is not just about gaining theoretical knowledge but also learning through practical experience. Each student is guided and mentored throughout the programme. Students are oriented for every part of the practicum as well as individual guidance is given for practice of teaching as well as case studies. Further students also learn to develop material like TEACCH systems and Social Stories which are disability specific to autism and aids and assistive devices for all children with special needs.

To address diverse needs in the classroom, the faculty provides rubrics or guidelines and provides levels of evaluation if required. Further through drill and practice as well as redoing lessons they are guided in improving their methods of teaching. All the work done by students in both theory and practicum is marked for internal assessment.

The faculty keeps the students updated on the best practices and national and international policies in special through seminars, conferences, workshops and webinars. The faculty also builds self-capacity through participation in national and international conferences, seminars and webinars on research and best practices in the field of special education and allied fields.

Infrastructure and Learning Resources

The physical facilities in the institute are as per the norm set by the statutory body, Rehabilitation Council of India (RCI). We fulfill the RCI minimum requirements of (a) Well-lit and ventilated 4 classrooms (b) office room (c) staff room (d) Principal's cabin (e) separate toilets for men and women (f) multi-purpose hall (g) barrier free environment (h) IT laboratory and (i) attached model school. The classrooms have LCD projectors and laptops. The students have access to computers & printer and photocopying machine. For games and

physical activities, the students are allowed to use the equipment that is owned by schools run by SOPAN.

The College Library has approximately 1120 books on a range of subjects such as autism, psychology, pedagogy of teaching school subjects, special education, inclusive education, research methodology. The books are classified and arranged according to the Dewey Decimal Classification system. The library uses KOHA a popular ILMS for smooth usage of the library services. The Library is registered with the National Digital Library. A library orientation program is held to induct new students to the library facilities and usage protocol. Every year on the occasion of World Book Day the library holds a book review competition for the students.

The College has a well-equipped ICT laboratory with 12 computers and 10 iPads. The software on the computers is Windows 10. 15 different applications have been downloaded on the iPads. There is a common Bluetooth printer connected as and when there is a need to print. All the computers have anti-virus software to ensure the security of the system. This software is updated every year. All other software on the computers and iPads is updated as and when it is required or when the notification for updating comes on the apps/software. The student-per-computer ratio is 1:2. All the instruments are connected to the internet through a Wi fi facility that has a speed of 100mbps. The payment for the Wi fi facility is done on an annual basis.

Student Support and Progression

The College is registered with the Maharashtra Common Entrance Test (MH-CET) Cell. Admission to the B.Ed. Program is possible only for candidates who have cleared the MH-CET. The Program is conducted in English although we address the needs of students who are from vernacular medium too. The students belong to different age groups, socio economic strata and bring in a variety of experiences. Financial support is provided by enrolling the needy students in government and non-government scholarship schemes.

The College conducts workshops, seminars and lectures by experts for students. The students are also guided to sit for competitive exams like TET and CTET. Sports and Yoga are practiced regularly to take care of physical and mental health well-being of the students. Many students have also attained post graduate degrees after passing out from the College.

As SOPAN has an array of services for education and training of children with disability ranging from early detection, intervention, special education, remedial education, NIOS, vocational training and allied therapies, the students get a wide variety of experiences in the 2-year schedule. This exposure has contributed to the 100% placement in jobs. Our alumni have been supportive and often come for sharing their expertise with the students.

Governance, Leadership and Management

The college governance system is based on a bottom up model, where every stakeholder is allowed to participate and share own views. The various committees guide, direct and ratify key decisions, the teaching staff participate in academic decisions, and students are consulted for learning activities.

Transparency in academic, financial, and administrative areas are maintained. The College statement of accounts and balance sheet is published in SOPAN Annual Report. Records of academic planning are shared

with staff members. Admission rules and procedures are put up on the College webpage.

our strategic plan is to move into the building owned by SOPAN in order to (a) secure permanent University affiliation (b) get a bigger accommodation. (c) to become eligible for grant in aid from the govt. adequate deployment has enabled us to have our own building at New Panvel.

The various Committees in the College have membership of management, Principal, teaching and non-teaching staff, and experts from outside.

The staff members were provided medical facility during Covid-19. Institute bus service, and light refreshments daily are available to staff. Professional development programs are free for the teaching staff. annual performance appraisal data of teaching staff is generated from various sources.

Partial funding was received from Azim Premji Foundation as per terms within the MoU with Azim Premji University. Similarly, in services training on Autism was supported by Sir J.N. Tata Endowment Trust.

The College quality culture is in alignment with that of the IQAC. There is compliance to norms set by the University, the RCI, and other government agencies. Teaching staff update themselves professionally. Students are informed about scholarship schemes. Curricular transaction aims towards development of knowledge, and competency. Teaching faculty have several publications. The College has collaborations with national, international institutes including MoU with two institutes.

Institutional Values and Best Practices

The College is sensitive towards conservation of energy and waste management. Energy consumption is a priority. Hence, the staff along with students habitually switches off lights and fan when not required. Additionally, LED tube-lights have been fitted in the rooms. Similarly, waste disposal/management is done as per the guidelines provided by the Municipal Corporation. The College aims to inculcate a civic responsible behavior among the people who use the college on a daily. The building has a large underground reservoir, overhead tanks and bore well water facility for effective management of water. The Corporation maintains the cleanliness of the building. The College is responsible for cleanliness of the internal premises.

The Code of conduct for staff and the students is available on the College webpage.

Best practices

1. *Short-Term Course in Autism:* It prepares in service teachers to become effective in teaching and management of children with autism, and enables allied professionals to be responsive to intervention of autism.
2. *Preparing Teachers as Agents of Change: A Holistic Approach to Teacher Education* is interwoven in the curriculum to ensure that students acquire knowledge and skills for a teacher of children with special needs (CWSN) but also develop a caring attitude towards the CWSN and their families. Community based activities are interlinked with internal assessment of curricular content. The practice is successful as is indicated by the positive feedback by the students. In line with our stated vision of development of human resource for rehabilitation the college does this with the B.Ed., we run short-term courses and refresher programme in offline-online modes for in-service training of teachers and allied professionals. These programs are attended by participants from all over India. Our effort is to keep the participants

actively engaged in the learning task. The professional development programs have sessions for discussion, group work, and field work to enable active engagement. Competency is built in time with increments in knowledge, skill and a positive attitude. As part of SOPAN we as teacher education institute uphold the organization's values of respect for human rights, educational equity, and empowerment of persons with disability.

Research and Outreach Activities

As the College is relatively new, we have focused on running the courses to the best of our ability. However, we realize the importance of research for Higher Education Institutes, and hence provide encouragement to faculty members for undertaking Ph.D. research and action research, by granting leave of absence for collection of data, and logistic supports. Several seminars and workshops have been conducted by the college for faculty members to understand the research process and develop a scientific temper. Novel ideas by faculty members receive support and are tried out.

Each member of the teaching staff has several research publications as journal paper, books, book chapters, and papers in conference proceedings. The outreach activities for students include planning and organizing World Autism Awareness Day and Disability Week functions, holding puppet shows for general school children, participation in Marathon for a Cause etc. Some students have received prizes in inter college disability awareness competition.

The College has collaborated with several national institutes and colleges in the field of special education. We have signed MoU with Pillai College of Education and Research, Panvel, and with Azim Premji University, Bangalore. The linkages with general and special schools help the students in developing a holistic view to their role as future teachers.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SOPAN'S SUVIDYA COLLEGE OF SPECIAL EDUCATION
Address	BMC School Building, Natwar Nagar, Road No.5, Jogeshwari(E)
City	Mumbai Suburban
State	Maharashtra
Pin	400060
Website	www.sopan.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Nishat Imam	022-28328351	9819627290	-	scseasd15@gmail.com
IQAC / CIQA coordinator	Rashna Sadri	022-	9820866776	-	rashna.sasdri@gmail.com

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
RCI	View Document	10-03-2022	60	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BMC School Building,Natwar Nagar,Road No.5,Jogeshwari(E)	Urban	0.23	800

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEdSplEd,Higher Education	24	Graduation in any stream	English	30	9

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				1			
Recruited	0	0	0	0	0	0	0	0	1	0	0	1
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	3	0	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	6	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1	0	0	0	1
	Female	10	0	0	0	10
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	1	1	1	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	1	1	0	0
	Others	0	0	0	0
General	Male	0	1	1	0
	Female	9	8	10	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		11	11	12	2

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Suvidya College of Special Education runs the 2-year B.Ed. Special Education (Autism Spectrum Disorders). It proposes to introduce RCI recognised 4 year B.Ed. integrated program in due course. When the college introduces the 4 year B.Ed. integrated program there will be an automatic inclusion of humanities with STEM subjects. As part of the curriculum, B.Ed. students have community work / tour which amounts to 1 credit. In the month of April (World Autism Month) and December (World Disability Month) where students go into the community and create awareness through street plays and puppet shows and participate in promoting the talents and skills of persons with disability. The</p>
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flexibility in entry and exit to students is a provision of Mumbai University on producing NOC from the previous college the student can seek to withdraw admission from one college and shift to another one; after completion of the first year of the 2 year B.Ed. There are 40 credits in the first year which the student is allowed to carry forward when he/she takes admission to another college for the second year to complete the course. One of society's most pressing issues is promoting inclusiveness and educational equity. To treat school education holistically the Samagrah Shiksha programme for school education was prepared with a broad goal of equal opportunities and equitable learning outcomes. The college promotes 'Education for All' and the entire B.Ed. program is geared towards understanding and teaching children with diverse needs in the classroom. A faculty member is conducting a PhD. research in the field of inclusive education besides publications in the same area. Further workshops and seminars have been continuously planned for in-service and pre-service teachers to support inclusive education practices. The college integrates multidisciplinary/interdisciplinary approach into disability education through the following inputs to their B.Ed. students. ? Health Sciences: Early diagnosis and screening of children with disability or at-risk of disability (0-5years) is typically within the purview of health sciences. The B.Ed. students observe and assist in therapeutic interventions at a Community Based Early Intervention Service. ? Career Education & Employment: B.Ed. students are given exposure to the discipline of career education and job preparation. This discipline is integrated by allowing the B.Ed. students to be placed at vocational centres where they teach young adults soft skills and ICT. Currently they are also assisting with the training of the Ability Enhancement Multimedia Program (AEMP). B.Ed. students are also placed at a Sheltered Workshop where they learn to train young adults with Autism in skills like packaging, cooking etc. B.Ed. Students also visit Arpan an NGO that runs a café with adults with special needs where they are taught management skills of running such a place. ? Child Psychology & Human Development: The curriculum includes two separate courses from the field of Psychology, Human Growth and Development Learning, Teaching and Assessment.

	The optional papers offered by the college Applied Behaviour Analysis and Guidance and Counselling are also from the field of Psychology.
2. Academic bank of credits (ABC):	The college has collated all the ABC – ID of the students. The transfer of credit is being expedited by the college with the affiliating University. It is in process.
3. Skill development:	Skill development is a part of the teacher education programme to build competencies. At Suvidya College of Special Education the following competencies are developed; Leadership Skill– Students are given opportunity to express their ideas and thoughts on particular tasks and group project work. Collaboration with general school teachers to support inclusion includes curriculum adaptation and modification for accommodating students with disability. Presentation skills – Students are engaged in tasks where they have to research and present on various curriculum related topics. This not only increases their knowledge on the subject area but also helps in enhancing organizational skills, communication and IT skills. Enhancement of professional development and research – Professional development requires reading and writing skills. These are enhanced by reading diverse materials. Students conduct surveys in the community as well as conduct case studies which enhances their ability to conduct research. Professional development also requires development of values and attitudes that are based on ethics. Expert talks are organized to instill inspirational values.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The teachers during their lectures keep in mind that students come from varied language backgrounds. Therefore, apart from English, and Hindi, local languages Marathi and Gujarati are used in the classroom for academic interaction. The college encourages the students to celebrate various events that promote Indian culture and traditions held at SOPAN along with children with special needs and their faculty. The B.Ed. trainees are given the responsibility to organise and conduct these programs.
5. Focus on Outcome based education (OBE):	The college follows the curriculum made by RCI, which is ‘outcome based’ in nature. It prepares the students to become competent teachers in inclusive

	<p>schools. Programme objective that facilitates the learner to acquire knowledge and skills about nature and educational needs of children with disabilities reflects in practice of teaching which enhances the core competency of a teacher. This practicum is planned at various inclusive and special schools throughout the programme. Students complete close to 50 lessons that are of disability specialization (Autism Spectrum Disorders) along with a cross disability focus and inclusive education. The college further interacts and understands the need of teaching children with disabilities in various inclusive and special schools by interacting with employers. This aids the college in promoting the good practices during practicum training. Further, two internships are planned for the students in their fourth semester where they are given hands-on work experience at a special school which caters primarily to children with autism and other neurodevelopmental disabilities and one in an inclusive setup. This gives students an understanding of the work atmosphere and practices.</p>
6. Distance education/online education:	<p>We do not have Distance Education programme. However during the covid period our B.Ed. Special Education (ASD) was conducted in the online mode.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club has not been set up in our college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Not Applicable
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	Not Applicable

<p>citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Not Applicable</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Recently, IQAC committee conducted an informal survey and found that 20 % of the students do not have a voter ID. So we have decided to have Electoral Literacy Club from 2022-2023.</p>

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	12	11	11	9
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	30	30	30	30
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	11	9	7	3
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	11	9	7	3
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	12	11	11	9
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	4

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
5.2	3.7	6.4	3.63	5.9

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

3.2

Number of Computers in the institution for academic purposes..

Response: 4

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Institution has the mechanism for well-planned curriculum delivery and documentation.

The SOPAN's Suvidya College of Special Education has the following mechanism for the effective delivery of the curriculum

1. At the beginning of every semester, twice in one academic year a meeting is organized to discuss the syllabus and distribute the teaching content to the respective teaching faculty. The clock hour basis faculty are communicated regarding their teaching content on email. The academic planner is discussed and planned to ensure effective completion of curriculum.
2. The timetable is displayed on the notice board as well as the staff room.
3. Principal takes a review meeting at the end of every semester to ensure that the academic plan is implemented as per the course learning outcomes.
4. The college implements the E-attendance (biometric) for ensuring better record of students and faculty attendance.
5. Principal carries out regular appraisal of curricular activity based on the feedback of the students and program learning outcomes.
6. Course coordinator oversees the academic execution of theory and practicum components to meet the day to day challenges and provides valuable feedback for required changes.
7. Library is well equipped with all the latest books. Students and faculty have the access to reading rooms and online database. There are around 1000 books and journals. The college is library is registered on NDL and all the faculty members have the access to it which is a huge resource for reference. The library has all the latest assessment tests and tools.
8. The following methodology is adopted by the faculty to meet the requirements of the syllabus aligned to the PLOs and CLOs.
 1. White board utilising the benefits of Chalk and board method.
 2. ICT and software enabled classrooms with projectors and Wi-Fi, facilities to show videos and have interactive discussions.
 3. Creation of whatsapp group for better communication between faculty and student. It facilitates the dissemination of notes, course content.
 4. Field Visits to better the understanding are arranged.
 5. Model school plays a vital role in translating the theory into practice. It is student's laboratory for hands on training. Here students learn to plan and execute lessons. They are guided and supervised by the faculty members and feedback is provided at every step.
 6. Workshops, seminars, guest talk and hands-on training programs are regularly arranged.

7. Multiple modes of assessment are used namely; presentation, assignment, tests which are a part and parcel of teaching. A regular classroom evaluation helps to keep track on the effective implementation of the curriculum.

8. Remedial classes and tutorials are conducted regularly for the academically weaker students. All students who are appearing for the ATKT Examinations, receives such remedial training to improve their performance in the examination. Such practices resulted in the improvement of performance in the subsequent examinations.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document

1.1.2

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

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

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

Response: C. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution,

which are stated and communicated to teachers and students through

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

Response: A. All of the above

File Description	Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 66.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	6

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 0****1.2.2.1 Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 0****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

1.2.4

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

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

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

The field of teacher education aims at achieving a fundamental understanding of the theory and at the same time, the thrust is on practical experiences, pedagogical approaches, acquisition of skills, and enhancement of professional conduct, ethical values, and appropriate attitude needed for the field of special and inclusive education.

1. The theoretical focus is on Philosophy, Sociology, Psychology and Research in education. Besides this, the students develop an understanding of teaching pedagogies and their implications in special and inclusive classrooms. Since this is a B.Ed. special education course prepares, the students not only gain knowledge of philosophy but also are given the opportunities to relate these theories to special education. The students are given an opportunity to connect child psychology principles to special education. This allows them to think and evaluate the theories and connect them to special education. In order to ensure this, students are sent to pre-primary schools to observe the developmental milestones to understand the deviances in growth in special needs children. When students go to schools for visits and observations they learn about the best practices in the field of special education by self-reflecting on their observations.
2. The knowledge imparted in pedagogy papers prepares the students for teaching from pre-school to high school. It prepares them for inclusive education by applying the principles and practices to special education. In specialization papers, students learn screening, diagnosis, and intervention. The focus of the training is right from preprimary to adulthood. The opportunity to translate the principles of teaching in special as well as inclusive schools is provided by allowing the students to build this connection through practical. They develop insight into various aspects of autism.
3. In order to develop the skill of reading, reviewing, and critical thinking students are given time to read the policies, laws, and, schemes and make presentations on them. Students relate it to their field experience based on observations.
4. Opportunities to work with children and their families as a part of case the study sensitizes the students to needs the needs community and the process of disability rehabilitation. Thus becoming empathetic teachers. Opportunities to create awareness allows students to communicate and collaborate with community members to advocate for the rights of persons with disability.

1.3.2

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

Response:

Students are familiarized with the diversities in the school system by introducing them to various educational institutions like special schools and inclusive schools. The students come across learners from all Socio-Economic Strata since they visit government and private schools. They are located in different parts of Mumbai city. They also visit institutions in the Raigad district which is government-aided and private. The students visit schools where they get opportunities to teach children from various mediums of instruction English, Marathi, Gujarati, and Hindi. They visit schools that follow the Maharashtra state board, Pratham, NIOS, and other boards depending on the schools. Therefore, the exposure is varied and as per the requirement of the curriculum. In the past, our students have also visited an institution of national repute in another state as a part of an education tour which is the National Institute for Empowerment of Persons with Multiple Disabilities, Chennai in Tamil Nadu.

International speakers are invited whereby our students learn about the international perspectives in education.

1.3.3

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

Response:

Teacher education programme involves recognizing multifaceted nature of becoming an effective teacher.

1. Knowledge and skill acquisition: At the college level it is ensured that the connection is built adequately between theory and practical. The planning is such that each theoretical component is followed by hands on practical work related to the theory.

1. Pedagogical knowledge: Teacher trainees are given opportunities to design effective instructional strategies based on how students learn and different ways to provide positive learning environment.
2. Practical experience: Opportunities for observation, reflection, and hand-on teaching under the guidance of experienced faculty as mentors. It is ensured that each student is guided individually.
3. Reflective Practitioner: Students go for visits to various institutions in order to translate the theory into practice. Classroom observations are planned for all disabilities. This gives a practical exposure to the students. Thereafter students report their observation on the diverse needs in the classroom. This adds value to their learning of the theoretical papers. Enhancement of Professional Competency (EPC) allows a student trainee to read and reflect on their readings from a range of material. They share their thoughts and views on a reading material with their peers. This helps to communicate their thoughts with others and to have an independent thinking of their own. Further, based on the readings student trainees participate in debates and speak for or against any current issue. They participate in collaborative reading and explain the content to one another. Student trainees learn to appreciate a variety of texts and enjoy it. The written tasks ensure all kinds of formal and informal writings that are important in the professional world. They also learn to record minutes and prepare their resume.
4. Diversity and Inclusion: The student learn curriculum adaptation and differentiation. This develops capability in them that helps in catering to different needs together in one class. It also makes them sensitive towards learners and their learning needs. They make the content accessible for all. This competency can be extrapolated to various boards and different contexts.

5. Professional development: Continuous Rehabilitation Education (CRE) programmes are conducted in order to build the competencies that a future teacher requires. This also prepares them for the challenges they face in the work environment. Workshops and training programmes by experts are organized by the institute. Student trainees have participated in International conference organized by SOPAN which contributed to their professional development.

6. Collaboration and leadership: Student trainees collaborate with their peers on group assignment and presentations. They consult, discuss, contribute by participating in group work thereby learn to work in team and problem solve. For this, they generate case based profiles and deliberate on the teaching methods and adaptations are best suited. They are given opportunities to conduct presentations where they defend their perspective.

7. Ethical Considerations: Self- reflection is embedded in the assignments, visits, lessons and other practical work. The values are inherently imbibed as teaching and learning progresses. The attitude of respecting and valuing the smallest effort of the human potential is a nurtured throughout the course work.

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stakeholders	View Document

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 30

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

2.1.2

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

Response: 6.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	2	2	0

File Description	Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document

2.1.3

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)**2.2 Honoring Student Diversity****2.2.1**

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

Response:

Students who clear the Maharashtra Common Entrance Test (MH-CET) and fulfil the required criterion of 50% marks in graduation are allocated to the college for admission. The college cannot deny admission students allocated by MH-CET Cell.

However, at the entry level the students are given an exposure to the professional course through orientations for theory and practicum as well as other curricular activities. Further they are also given the prerequisite knowledge required in special education and inclusion through lectures on history of special education, exceptionality, mainstreaming and inclusion, services for children with disability. This information is given through direct teaching, videos and resource material for reading. This prepares them for the professional education programme.

The faculty provides academic support to students through tutorials throughout the programme.

2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**

3. Remedial Learning Engagement**4. Learning Enhancement / Enrichment inputs****5. Collaborative tasks****6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Data as per Data Template	View Document

2.2.3

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

Response: Left to the judgment of the individual teacher/s

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 1

2.2.4.1 Number of mentors in the Institution

Response: 2

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

2.3 Teaching- Learning Process**2.3.1**

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

The faculty for B.Ed. Special Education instructs students the theoretical portion through power point presentations, videos. Further reading material and online resources are also recommended during their self – study time allocated on the time table.

Visits to different institutes for understanding of cross disability take place throughout the year. The curriculum also includes two case studies in the second year, for which the students are sent to different schools. Further the college plans and sends students to a variety of schools depending on the requirement in the curriculum for practice of teaching.

Some of the visiting faculty for modules in Pedagogy also take online lectures. Further the special education colleges collaborate for lectures in Hearing Impairment, Locomotor disabilities, Autism Spectrum Disorders in Semester I and Applied Behaviour Analysis in Semester III.

During the second year the curriculum also has courses in Reading, Drama and Research for professional enhancement. These courses are transacted through group discussions, art and movement activities and additionally workshops on puppet making. As part of the research paper the students are expected to apply research knowledge of conducting an action research. For the course on Reading and Reflecting of Text, students prepare journals based on a variety of texts which are reviewed by them.

Finally to enhance the student's learning in the field through experience they are also encouraged to go for community work and internships throughout the year in the area of disability.

2.3.2

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

Response: 91.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	5	4	4

File Description**Document**

Data as per Data Template

[View Document](#)

2.3.3

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

2.3.4

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

2.3.5

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

Response:

At Suvidya College teachers mentor all students for developing professional attributes. For teaching competencies each student is guided individually by the teacher allocated for every lesson to be transacted. During the process of conducting their case studies, each student is mentored from the assessment phase through guiding for intervention and planning the IEP.

For classroom assignments / presentations students work in groups or pairs which is again mentored by the faculty for example; making of checklists in different domains of development while learning about Human Development in semester I.

Some students have diverse issues example; they may be parents of children with disabilities. These are mentored and guided keeping in mind the difficulties they face at home which may have an impact on

their academic work like not able to complete tasks etc. Constant encouragement and support is given through counselling sessions as well as extended time to complete their tasks and even provision of space, computers as needed.

All students are encouraged to read newspapers or discuss the current events in education in the classroom. Esteemed professionals are invited in the field to impart information to students periodically about new developments in the field for example National Education Policy and National Curriculum Framework.

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

2.3.6

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

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

Response: A. Any 5 or more of the above

File Description	Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.3.7

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

Response:

The faculty of Suvidya College encourages their students to come up with new ideas for assignments and presentations while giving them a broad outline so that those trainees who need a structure can work around it to produce quality work. However some trainees show a spark which is guided and they are mentored so that they can think out of the box and progress well.

One such trainee, who has been with us was not aware of special education when she took admission but was willing to learn and try. She diligently took notes, prepared for her lessons and case study with guidance from the faculty. She learned through observations and assisting in the classroom to empathise and work with children with Autism and other Neurodevelopmental disabilities. She learned that reading and discussing with peers and faculty helped her to think differently. Towards the end of her training she turned confident and also actively took part in organizing the annual day and other programs for children with autism. She got a placement at Goenka Trust (Yashodham Counselling Centre) where the management was highly appreciative of her work. Currently she is working at Indian School Al Wadi Al Kabir, Muscat Oman.

As part of the course on Autism Spectrum Disorders: Assistive interventions and Technology students are encouraged to make assistive devices and use them in a classroom during practice of teaching. The trainees are to observe children and are asked to make an adaptive or assistive device so that the child is able to complete the task like the others in the classroom. Our trainee had a fine motor lesson where cutting was required. There was a child with locomotor disabilities who was unable to hold the scissors or be able to grip it well. She developed an idea of how this could be made possible and adapted the scissors which could be used by the child. This one small device and student's innovative idea helped include the child in the classroom

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.3

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

- 1. Workshop sessions for effective communication**

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

2.4.4

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

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

Response: D. Any 1 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Data as per Data Template	View Document

2.4.5

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

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

Response: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

2.4.6

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

As part of their practicum in B.Ed. Special Education (ASD), the students have to complete two internships in semester IV. One is disability specific and the other at an inclusive school. The faculty as well as the Principal shortlist the possible schools that the students can be sent to at the beginning of the semester. An email is sent by the course coordinator for permission of the same. Details on the

parameters of work as well as rubrics for the marking system are shared once the school agrees. Once the dates are finalized the students are oriented for the internship.

2.4.9

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

Response: 1

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

Response: 2

File Description	Document
Data as per Data Template	View Document

2.4.10

Nature of internee engagement during internship consists of

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

Response: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The B.Ed. trainees are monitored by the school where they are placed for internship. An attendance and day to day log is kept and signed by the school coordinator. At the end of the internship marks are sent to

the college by the school coordinator on the parameters shared by the college. Further students write an internship report and submit it to the college along with day to day work samples.

2.4.12

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

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

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

Response: D. Any 1 of the above

2.4.13

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

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

Response: B. Any 4 of the above

2.5 Teacher Profile and Quality

2.5.1

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

Response: 96

File Description	Document
Data as per Data Template	View Document

2.5.2

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

Response: 20.83

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

Response: 1

File Description	Document
Data as per Data Template	View Document

2.5.3

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

Response: 3.2

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

Response: 16

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

In order to keep themselves updated the college organizes several professional development programmes which are attended by the faculty. Experts on specific topics such as research methodology are invited to conduct workshops. Faculty members also participate in international conferences and present papers in the college or organized by other higher education institution. The faculty is also encouraged to take up lectures and participate in programmes within and outside as a resource person. There is constant information sharing on the whatsapp group of college of education in Mumbai and Maharashtra. Based on the notices the faculty is deputed from time to time to attend policy related meetings organized by RCI and Mumbai University.

2.6 Evaluation Process

2.6.1

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

As part of the assessment process throughout the B.Ed. programme the trainees go through both internal and external assessment in all four semesters. The curriculum suggests course related assignments for internal evaluation. In addition the faculty members do internal evaluation through the following means:

- presentations
- group discussions
- critical evaluation of self -study material provided

for the above an evaluation rubric is prepared and shared with the students so that they are aware of the elements on which they will be assessed. The marks attained by each student on all of the above evaluations are collated and sent as internal evaluation marks to the university.

Apart from these tasks at the end of each semester the students are given internal assessment tests which are planned for before their external papers. A timetable is made and shared with the students for the same.

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

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

Response: A. Any 4 or more of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	View Document

2.6.3**Mechanism for grievance redressal related to examination is operationally effective****Response:**

The objective of College Grievance Redressal Committee (CGRS) is to review and resolve students' grievances. Unfair examination/evaluation related practices are one of the areas of redressal.

The mechanism of grievance redressal related to examination is as follows:

- The grievance committee members take up the issue related to examination with the University authorities.
- The college staff/faculty visits the respective department in person.
- The letter is sent to BOEE for further action and personal meetings are also held when required.
- Follow up via emails and personal visit by the college staff is done.

2.6.4

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

Response:

At the beginning of each semester in the faculty meetings, the academic calendar is discussed what should be included in the internal evaluation

The academic calendar is made at the beginning of the academic year after the initial meeting of the faculty and the principal. It is then reviewed again before and after each semester. The specific plans for practicum and internal assessments are made eg. The school the students are to be sent for practice of teaching. On the affirmation by the school, students are then oriented to that part of the practicum. Circulars for the same are put up on the notice board.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The teaching learning process for teacher education is connected to all the theory papers as well as the practicum component in the curriculum.

- The PLO requires that students acquire knowledge and skills about human development, contemporary Indian education, pedagogy of various school subjects and assessment of learning. Various theories of HD are discussed with the case profiles and subsequently the students are placed in primary schools for observation where they get an opportunity to connect the theoretical concepts to actual cases. The various philosophies of Indian education are discussed in the class

and students present their thoughts on implications of the philosophies in the classroom teaching. Similarly during practice of teaching students are encouraged to use pedagogical knowledge to teach school subjects.

- The PLO requires students to become effective inclusive education teacher with special skills in teaching children with autism. This learning outcome is achieved through the imparting knowledge about nature and needs of children with all disabilities with focus on autism. They are sent for several visits and observations which is followed by hands on training in teaching children with disabilities in every semester of the programme.
- The PLO requires students to enhance their professional capacities as teachers. For this purpose they are encouraged to a.) develop scientific thinking through research work, b.) inculcate an interest in reading a variety of text c.) be creative using performing and visual arts. Professional skills are developed by conducting surveys/action research; selecting a book/article and presenting its critical evaluation; and planning and organizing a creative art event.
- The CLO for each course are in complete alignment with the wider programme learning outcomes.

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	11	9	7	3

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document

2.7.3

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

Response:

The student trainee has to complete a number of assignments, presentations, projects in the theory papers which are aligned to the learning objectives for that course. These assignments are aligned to enhance the cognitive attributes needed for the course. The students are guided for each of these and on completion

are given immediate feedback. The marks for each of these are recorded.

Similarly the practicum components are planned keeping in mind the enhancement of professional attributes. The marks are recorded and feedback along with the marks is given to the student.

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 2

File Description	Document
Data as per Data template	View Document

2.7.5

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

Response:

There are no assessments conducted initially to identify the learning needs but there are few observations that are suggestive of their learning need. Students come to us with diverse levels of learning and it has been observed that there is a symbiotic effect in the learning situation. There are students who are fresh graduates with no prior knowledge of the field of special education; and there are students who come to us with years of experience to upgrade their qualification in the job as well as those who have come from allied fields like psychology. They bring in a rich experience with them in the classroom and contribute to the learning of all the students and faculty. Their perspective is very practical and therefore useful for all of us. On the other hand the students who are new for example a fresh graduate get guidance from their peers whom they observe and try to incorporate it in their learning. Also, they bring in a fresh perspective to view the theoretical knowledge and it can be seen in their presentation and other work. The students who have been in teaching profession but are interested in special education so that they can include children in their classrooms in the learning situation view the theories very differently.

At the entry level there are students with experience in the field of special education, there are parents who wish to understand their own child with disability and have been learning about disability by visiting professionals. And now they are with us to gain the required qualification so also have knowledge and skills to work with their own child and other children. There are also teachers who have teaching experience as well as qualification but their learning need is to support children in their own classrooms which are in inclusive schools.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.27

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document

3.1.4

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

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

Response: E. None of the above**3.2 Research Publications****3.2.1**

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response:** 1.88**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	0	2	4

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1****Average number of outreach activities organized by the institution during the last five years..****Response:** 3.6**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
4	6	2	2	4

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

3.3.2

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	12	11	11	9

3.3.3

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	12	11	11	9

File Description**Document**

Documentary evidence in support of the claim along with photographs with caption and date

[View Document](#)

Data as per Data Template

[View Document](#)

Any additional information

[View Document](#)

3.3.4

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

Response:

Student teachers have planned, organized and participated in programs to develop community participation and involvement in rehabilitation of persons with disability.

1. Awareness walks
2. Street Plays
3. Mall events
4. Puppet shows for school children

These activities were useful for the student teachers the activities highlighted the role and significance of citizen advocacy; developed their ability to ideate, organize and implement the events; enhanced their self-confidence as even the most reticent and quiet student had a role to play; improved their ability to become effective communicators, and above all, the experience made them realize that

- Community in general is interested in gaining knowledge about a social issue
- Usually, people wish to know what they can do to help a cause
- Awareness programs provide appropriate information how and where to seek support to those who are in such need.
- Awareness programs need to target all members of the community regardless of their age and social status.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

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

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	4

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 16.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	13	0	0	20

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

3.4.2

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

Response: 1

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

Response: 1

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

3.4.3

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The college has two classrooms enabled with Wi-Fi and LCD projector and Laptops.

The ICT laboratory has 12 computers and 10 iPads. The software on the computers is Windows 10. The ICT lab started in June 2015. The number of applications downloaded on the iPads are about 15 in number. There is a common Bluetooth printer connected as and when there is a need to print. All the computers have anti-piracy “Kaspersky” software to ensure the security of the software. This software is updated every year. All other software on the computers and iPads is updated as and when it is required or when the notification for updating comes on the apps/software. The student-per-computer ratio is 1:2. All the instruments are connected to the internet through a Wi-Fi facility that has a speed of 100mbps. The payment for the Wi-Fi facility is done on an annual basis.

The entire ICT facility is shared with the students of the model school. Model school students are allocated time on the computers as per their school schedule. They do not come on Saturdays. Hence this facility is available to college students completely on Saturdays and on other days as per the model school timetable

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The entire ICT facility is shared with the students of the model school. Model school students are allocated time on the computers as per their school schedule. They do not come on Saturdays. Hence this facility is available to college students completely on Saturdays and on other days as per the model school timetable

File Description	Document
Geo tagged photographs	View Document

4.1.2

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

Response: 50

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

Response: 1

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

Response: 2

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

4.1.3

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

Response: 63.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.20	1.52	4.05	3.5	3.52

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

Yes, Suvidya college library has adopted Koha. Koha is the first free and open source integrated library management systems (ILMS). Its development has been sponsored by libraries, volunteers and support companies from around the world. Koha is a library automation software with features such as acquisition management, catalogue management, fee collection, OPAC, patron management, periodical management, reserve shelf management, search, self-check in / check out serials management.

Suvidya College utilises the benefits of different modules of Koha.

1. Lists: This module is very helpful for both librarians and readers, by this we have a specific list of required materials in the library.
2. Cataloguing: The main work of library is to do cataloguing of the given material of library so that it can be searched easily. Mark framework is used in it. Under it different tags are given and we can fill information in different tags of our library.
3. Serials: The Serials module assists in managing serial subscriptions for journals, magazines and newspapers. Koha manages late issues, skipped issues, to be able to claim it with the suppliers.
4. Acquisitions: Acquisitions module make it possible to acquire materials and add them directly to the catalogue. This allows for an automatic order to be placed with the suppliers.
5. Report: Report modules is very important feature in Koha. Report is used to find the information about patrons, cataloguing and most circulated item like different types of report related to cataloguing, report related to readers, report related to circulation etc.
6. Tools: Koha provides the three categories of tools related to Patrons and circulation, catalogue tools and additional tools.
7. Circulation: The circulation system maintains up to date membership record and the latest status of the collection meant for circulation. While issuing a book the respective users' last name or member card number is keyed in the place provided in circulation section, check in of the book is known as returns in Koha.
8. Patron: Under its new readers are given membership according to their category.

<http://sopanstaff.bestbookbuddies.com/index.html>

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

4.2.2

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

Response:

1. The library provides OPAC (Online Public Access Catalogue) for all library users: Koha facilitates the users with the OPAC which can be viewed anytime anywhere. It allows the users to search with the fields like subject, title, class, barcode, author, ISBN. OPAC refines the searches made on the availability of the resources. It allows the users who are logged in as members to reserve library items for future issues.

<http://sopan.bestbookbuddies.com/>

2. The College is registered with the National Digital Library of India. The ID is .

The password for NDL is shared with all the faculties and students. NDL of India is a virtual repository that provides a host of services like reading, downloading of text books, articles, videos, audio books, lectures, simulations, fiction and all other kind of learning media.

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

4.2.3

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

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**

4.e-books
5.Databases

Response: D. Any 1 of the above

File Description	Document
Data as per Data template	View Document
Any additional information	View Document

4.2.4

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

Response: 0.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.25	0.8	0.1	0.1	0.3

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

4.2.5

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

Response: 80.43

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

Response: 124

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days)

during the last completed academic year

Response: 115

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

Response: 120

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

Response: 135

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

Response: 69

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

4.2.6

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

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

Response: D. Any 1 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The ICT laboratory has 12 computers and 10 iPads. The software on the computers is Windows 10. The ICT lab started in June 2015. The number of applications downloaded on the iPads are about 15 in number. There is a common Bluetooth printer connected as and when there is a need to print. All the computers have anti-piracy “Kapersky” software to ensure the security of the software. This software is updated every year. All other software on the computers and iPads is updated as and when it is required or when the notification for updating comes on the apps/software. The student-per-computer ratio is 1:2. All the instruments are connected to the internet through a Wi-Fi facility that has a speed of 100mbps. The payment for the Wi-Fi facility is done on an annual basis.

The entire ICT facility is shared with the students of the model school. Model school students are allocated time on the computers as per their school schedule. They do not come on Saturdays. Hence this facility is available to college students completely on Saturdays and on other days as per the model school timetable

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The entire ICT facility is shared with the students of the model school. Model school students are allocated time on the computers as per their school schedule. They do not come on Saturdays. Hence this facility is available to college students completely on Saturdays and on other days as per the model school timetable

4.3.2

Student – Computer ratio for last completed academic year

Response: 0.5

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	View Document

4.3.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 9.67

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support

facilities during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1.2	0.38	0.29	0.29	0.24

File Description	Document
Data as per Data Template	View Document

4.4.2

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

Response:

There is Annual Maintenance Contract for the computers. The sports equipment is made available to the students. The internal repair work and cleaning are done by SOPAN. The external maintenance of the building is done by the municipal corporation. Pest control is done yearly.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

File Description	Document
Paste link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Data as per Data Template for the applicable options	View Document
Paste link for additional information	View Document

5.1.4

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

1. Monetary help from external sources such as banks
2. Outside accommodation on reasonable rent on shared or individual basis
3. Dean student welfare is appointed and takes care of student welfare
4. Placement Officer is appointed and takes care of the Placement Cell
5. Concession in tuition fees/hostel fees
6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

File Description	Document
Upload any additional information	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	11	09	07	03

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Paste link for additional information	View Document

5.2.2

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

Response: 100

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 2

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

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

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

5.2.3

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

Response: 3.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

Suvidya College of Special Education runs a single course, B.Ed in Autism Spectrum Disorder. It is affiliated with the University of Mumbai and the Rehabilitation Council of India. The average number of students who do admission to special education is very less. We do not have a huge group to form a student council. We have Class Representative or (CR) for every class. The CR is oriented about the duties and responsibilities that she has to undertake. Communication to the full class is done through circulars and notices and time tables and CR is in charge to put them on the notice board. We do not need a full-fledged student council but hope to constitute one in future.

5.3.2

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

Response: 10.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	11	11	12

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

5.4 Alumni Engagement**5.4.1**

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

Response:

5.4 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.

Suvidya College of Special Education started in the year 2015 and is at a nascent stage. We do not have a big alumni count and so at present we do not have a registered Alumni Association but we are in the process of making a formal Alumni Association. We have all our alumni under a platform where we receive a lot of contributions in kind from them. Some of them are worth mentioning:

Motivating the freshly enrolled students:

At the start of each academic batch, we invite our alumni to be a part of our orientation program and talk to the newly inducted teacher trainees. They enrich their juniors by sharing useful information and motivate them with their own experience.

Involvement in the in-house curriculum development:

We have a system of taking feedback about curriculum transactions from our teacher trainees. Any issues mentioned in the feedback are opened up for alumni suggestions. Later their suggestions are discussed and implemented.

Organisation of various activities other than classroom activities:

Our teacher trainees are sent for internship, classroom observation, observation of behavior of children with special needs to various institutions where our alumni work at present. It is they who develop the planning, activities and participation schedule for the trainees with discussion from the faculty

Support to curriculum delivery:

A portion of our syllabus is allocated to our alumni. They demonstrate lecture to the current trainees.

Student mentoring:

The senior batch of ours is allowed to interact with the juniors freely during the lunch time, break time etc. It has been observed by the faculty that they share lecture notes, study materials, reference materials and books.

Tanuja - Shiba, Manisha, Priyanka, Shahnaj - soft skills training for teachers

Reshma - All - teaching skills -DTT

Bineeta and Sayali - All- teaching Skills-Floor time

Financial contribution:

Suvidya College of Special Education is a very new college. The first batch of alumni passed out only 6 years back. So we are not in a position yet to get monetary help from our alumni yet. But we are in the process of registering our alumni group and open up to receive donations from them in the near future.

Placement advice and support:

Our alumni regularly update us about job vacancies in their institutions as well as other institutions. This helps our trainees in selecting a job of their desire.

Supportive Attachments: Snaps of alumni workshops/ sessions

File Description	Document
Upload any additional information	View Document

5.4.2

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**

6. Financial contribution**7. Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

5.4.4

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

Response:

Suvidya College is a new college and offers a course B.Ed Special Education in Autism Spectrum Disorder. It has been the 1st college to offer such a course in Maharashtra. B.Ed in Special Education in Autism Spectrum Disorder is a new course in India. There is little awareness about the course. The number of seats for such courses is also restricted by the Rehabilitation Council of India. Hence our count of students is not very high in each academic year. We have a group of alumni who are out in the field for not even 6 years. They work as teachers and special educators. They have shown great responsibility to the college. Some of them are very pro in guiding our new students. they also have created a lot of awareness to connect more and more children with special needs and their parents to the college. many in need join our college for B.Ed and Short term courses to understand autism and work in the field. our alumni who work in different schools also offer jobs to our new pass-outs. our students are also placed in their schools and institutions as interns and also doing lessons for children. They also help students with different types of observations and case studies for children with special needs.

File Description	Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Suvidya College was the first college in the country to start the B.Ed. Special Education Program in Autism. The college was established by SOPAN as a response to meet the requirement for trained teachers for students with autism enrolled in special and general schools. It was started with a vision of “Development of Effective Human Resources for Disability Rehabilitation” and entrusted with the mission “To prepare teachers and allied professionals for education and mainstreaming of persons with autism and associated disabilities”

The college governance system is based on a bottom up model, where every stakeholder is allowed to participate and share own views. The Local Management Committee (LMC) is responsible for guiding, directing, and ratifying key decisions for the institute’s growth and development. It is the executive body for the functioning of the institute. Besides, management representatives, Principal and senior experts, the LMC has some of the teaching and non-teaching staff as its members. Key members of teaching and non-teaching staff also make up other important committees e.g. Grievance Committee, Admission Committee, Development Committee, Anti-ragging Committee, Internal Compliance Committee

The students are consulted when semester activities are planned. This is done in meeting with students where proposed activities are discussed.

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

6.1.2

Institution practices decentralization and participative management

Response:

The Principal involves the teaching staff members in all key decisions such as academic schedule, selection of guest lecturers, planning of additional seminars and workshop, decision about internal evaluation methods and schedule, selection of schools for field work and internship. The budget for activities that have expenses is presented to the management and once it is agreed upon, the document is shared on staff notice board. There are committee members who discuss matters for improvement of the overall functioning. Their suggestions are incorporated. The institute has a system of feedback. Self-appraisal of faculty and supervisors are in place. Besides this students also participate in the process by providing their input after each semester. There is a course evaluation and a faculty feedback from students which are shared with the faculty. And based on it changes if relevant are acted upon.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3**The institution maintains transparency in its financial, academic, administrative and other functions****Response:**

The institution believes in transparency in our its transactions including financial, academic, administrative and other areas

1. Finance: The accountant maintains financial accounts and keeps it updated. The accounts are maintained using Tally. Internal audit is undertaken periodically in every financial year before the final external audit is done for making the statement of accounts. The financial status of the College is published in the SOPAN annual Report. The college is planning to have a digital management information system in the near future
2. Academic: The academic year plan is made annually. In addition, there are semester meetings where plans for academic activities to be undertaken in the semester is discussed. Minutes of each meeting is shared among all teaching staff. A list of planned activities with tentative dates is put up on college notice board
3. Administrative: Information about required documents, admission rules, fee structure, code of conduct, attendance etc. are given to each student at the time of admission. Students are informed in advance about due date to pay University examination fee, yearly fee and applicable fine if payment is done after due date. Similarly, both teaching and non-teaching staff are informed about terms and conditions of employment, leave rules etc. at the time of hiring.
4. Other functions: If an outing or event is planned, both students and teaching staff are informed in advance about the costs that will be met by the institute.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

It is known that an intuition's strategic planning consists of (a) statement of vision (b) assessment of current situation (c) selection of goals and objectives (d) description and assignment of responsibilities, and (e) evaluation of outcomes

1. Our vision is "development of effective human resources for disability rehabilitation".
2. We are housed in a rented accommodation currently. We are acutely aware that this situation affects our growth and development, and we must move to a facility that is owned by the parent body SOPAN.
3. Moving to our own building will help us (a) secure permanent affiliation from Mumbai University (b) allow more space to conduct more fulltime degree/diploma courses and thereby enhance the college growth and development and (c) make us eligible for seeking partial or full grant in aid for the college from the state govt.
4. SOPAN, the parent body applied to CIDCO, Maharashtra, for allocation of a plot for constructing the building. The plot allocated was in New Panvel in 2016. It was decided to construct a 5-floor building complex which will also house a day school and hostel for children with autism. This was done to meet the requirement the RCI for an attached model school with teacher training course. The responsibilities of discussing and approving the building plan and other details were shared between Dr. Rubina Lal and Ms. Shoba Srivastava who is also a part time teaching faculty and a trustee of SOPAN. The Principal and other staff members were updated about the progress regularly. Dr. Lal and Ms. Srivastava were also entrusted with the responsibility of identifying funding agencies that might provide financial support for construction. Dr. Lal prepared the project proposal with budget and Ms. Srivastava contacted different corporates for CSR support. In due course we received CSR funds for construction and fitment of the entire building. The construction started full-fledged after Covid-19 was over. SHANAY AUTISM REOURCE CENTRE, our building was inaugurated in November 2021.
5. We have a new facility that is owned by us. We have applied to the Department of Higher Education, Maharashtra to allow us to shift the college to New Panvel. We have begun conducting seminars, and workshops from the new accommodation. We have also established linkages with Pillai College of Education which is located in the same neighborhood.

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

6.2.2

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

Response:

The institution has adopted a dependable system of functioning for its various bodies or committees. The institutional organogram provides the framework of governance. The Board of Trustees is the decision maker at the macro level. The Local Management Committee (LMC) that meets at least twice per year has the vested power to provide guidance for institutional course of action and to seek accountability for achievement of pre-set goals. The LMC consists of at least two members from the Board of Trustees, experts from the field of education and special education, members of teaching and non-teaching staff. The Principal is the Member Secretary of the LMC. Other committees such as the Development and Purchase Committee, Grievance Committee, Anti Ragging Committee etc. have teaching and non-teaching staff along with the Principal. The meetings are convened after a circular is released by the Principal with date and time and agenda items. Minutes of the meeting are recorded, along with action taken report subsequently.

Appointment of the teaching staff is done with approval from the University. The process followed is

- Informing the Teaching & Appointment Unit of the University
- Publishing of advertisement of vacant posts
- Review of applications
- Setting up of interview committee consisting of Vice Chancellor' nominee, subject experts, and management representatives

The selected candidate is issued appointment letter with list work responsibility, working hours, reporting system, and a copy of institution's leave rules.

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

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.2.4

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

Response:

The need for adding another classroom was highlighted by the teaching faculty. This was required for conducting Optional and Pedagogy courses the lectures for which are held concurrently. The students were using the IT Lab as an extra classroom which was sometimes not available. The Development and Purchase Committee met in Jan 2018 to discuss the issue. It was decided to create a classroom (that could seat around 15-18 students) within a big hall that was not fully used. A decision was taken to fix wooden walls and buy the required equipment such as LCD projector and white board etc.

File Description	Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

a) During the Covid 19 pandemic, the management decided to provide health care benefits to all its

employees, including those who were working with the college. Accordingly, the teaching and non-teaching were explained the terms and conditions of the selected medical insurance policy. The staff were informed that premium amount for two years will be paid by the management, and after that the employees could contribute towards the payment. The employees also had the choice of opting out of the scheme if they so wished after two years or not take the health insurance being offered if they already had similar insurance cover.

b) Teaching staff and student teachers are allowed to use the Institute bus to travel to and from practice of teaching locations free of charge

c) The teaching and non-teaching staff are served tea with biscuits twice a day free of charge from the canteen.

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

6.3.2

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

Response: 58.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	3	2	2

6.3.3

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

Response: 22

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	8	2	3	3

File Description	Document
Data as per Data Template	View Document

6.3.4

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

Response: 91.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	4	4	4

File Description	Document
Data as per Data Template	View Document

6.3.5

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

Response:

The appraisal of performance of teaching staff is done annually at the end of academic year. The performance is appraised on the basis of data generated through

1. Self-assessment
2. Supervisor assessment
3. Student feedback

The faculty members are given a summary of the appraisal on performance individually.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The College financial accounts are audited every year. Every three months or so, the accounts of the entire organization including the college accounts are audited internally. If there is a need the internal audit may take place within the stipulated three months too. Due to this mechanism of frequent internal audits, generally, there no audit objections, as course corrections are made in time. In the last 5 years there was one query from the Maharashtra Fee Regulatory Authority (the statutory body that is responsible for fee fixation of non-funded colleges in the State), regarding the income-expenditure in statement of the audited accounts. These were resolved by the Chartered Accountant.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

6.4.3

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

Response:

At present, the college does not receive any government grant. Hence, there is a continued effort towards optimal utilization of available funds. It is also a fact that teacher education courses get fewer candidates since the B.Ed. course has become 2 -year's duration. This has significant impact on our income. The college receives some financial support through the effort put in by the parent body SOPAN. Any shortfall in the budget is met by SOPAN. The college staff shares resources (e.g. bus, administrative office space, IT laboratory etc.) with schools run by SOPAN in order to overcome the funds shortage.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has been constituted recently. However, the college has its own method of ensuring quality in its functioning. For example, a system of curricular transaction has been established.

- Every semester has an initial lecture about the course learning outcomes in that semester. Students are encouraged to ask questions and discuss issues here
- There is a course coordinator for each batch who is responsible for making time tables and arranging corresponding lectures.
- Students are explained how evaluations for each course will be done. Assignments are given in advance; internal test dates are fixed after discussion with students; resubmission of assignments/ reappearance in a test is allowed
- Tutorials are arranged for those who need them
- Several lectures and simulations are held before students are sent for practice of teaching.
- All lessons given by student teachers are supervised.

The practicing schools are asked to give a feedback on performance of the students

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

6.5.2

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

Response:

Maintaining the teaching -learning quality is an important aspect. The college follows the steps mentioned below

- When a new teacher educator joins the college, he/she is explained the job responsibility during a meeting with the Principal
- The initial lectures of the new teacher are observed either by a senior member of the faculty or by the Principal followed by a feedback.
- A new staff is allowed to sit and attend the lectures of senior staff member in order to observe how content is dealt with and how to engage students actively
- Students are given small classroom tests/ issues for discussion to review acquisition of learning
- Feedback from practice teaching schools is actively sought

6.5.3

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

Response: 2.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	3	5	2

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

We are submitting details of Self Study Report for the first time. We have recently formulated the IQAC. We have not received the first accreditation. Hence, there is no data to support incremental improvements that should be made in academic and administrative domains of our functioning. If accreditation is awarded, we will follow the norms of NAAC. We will describe two examples to show incremental improvements achieved within the institution during the five years of the first cycle, and similarly, if given accreditation again, will describe two examples of incremental improvement achieved after the second cycle and the subsequent cycles thereafter.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The College is situated in a rented accommodation. The building belongs to the Municipal Corporation. The College has to adjust to the energy and power supply available in the building. However, it is our policy to conserve energy by ensuring its minimal consumption. Hence, the teaching and non-teaching staff along with students habitually switch off lights and fan when not required. Additionally, LED tube-lights have been fitted in the rooms. In the newly constructed building belonging to SOPAN (where we propose to shift the college) solar panels have been fitted. The light bulbs in the staircase area switch off automatically when the staircase is not being used.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

The College is sensitive to the need for suitable waste management. The Waste Management Policy is based on the guidelines for the management of waste provided by the local municipal authority. The policy is for all stakeholders and it aims to develop an environmental consciousness and inculcate civic responsible behavior among the people who use the college on a daily basis. The underlying concept in our waste management policy is to repair, reuse and recycle. This helps in maintaining a hygienic and clean environment. The students use recyclable material for making teaching-learning aids. Students also prepare paper bags and restrict the usage of plastic materials as a matter of waste management policy.

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

7.1.3

Institution waste management practices include

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

Response: D. Any 1 of the above

File Description	Document
Geo-tagged photographs	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: D. Any 1 of the above

File Description	Document
Geotagged photographs	View Document

7.1.5

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

Response:

The building in which the College is located belongs to the Municipal Corporation. The cleanliness and sanitation of the building grounds and ground floor is undertaken by the Corporation. The College maintains the cleanliness and sanitation of the rooms, the classrooms, the corridors, and the toilet blocks. The building has an adjacent garden plot which serves as a green cover. There is an environment day celebration where students have poster-making competitions. Also, the Save Tree campaign is conducted whereby students and children of schools plant trees and contribute to the nursery maintained by the Municipal corporation. The Earth Day event was celebrated. The importance of a healthy environment was highlighted to the children of Natwar Nagar Mahanagar Vishesh Shala Divyang.

7.1.6

Institution is committed to encourage green practices that include:

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

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

7.1.8

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

Response:

with respect to leveraging local environment, locational knowledge and resources, community practices and challenges

The college is only an affiliated college with University of Mumbai so don't have any role in this context in wider perspective we do not have a role to play since we are an affiliated college of University of Mumbai. However, in context of disabilities we are able to look at community practices. we also use research-based, evidence based methods of teaching and share it with parents and family members of children with disabilities. As we are situated in Mumbai there are several special and inclusive schools in the vicinity. With some of them we are able to play a role as a resource in special education needs.

7.1.9

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

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

Response: D. Any 1 of the above

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

SHORT TERM COURSE IN AUTISM- A 12-Week Capacity Building Program (2015 to present) is conducted annually earlier, now offered twice in a year in online/offline mode. It has 6 credit: theory -3 credits, practicum -3 credits in offline/ online mode for 6-7 hours per week.

Since the implementation of the Right to Education (RTE) Act and Samagra Shiksha Abhiyan (SSA), a large number of children with autism are in general schools. However, the teachers in these schools have no orientation to this disabling condition therefore this course aimed to build capacity of in-service

teachers and allied professionals for children with autism.

This in-service program supports the fulfillment of RTE and SSA mandate of providing educational equity to all children. It prepares teachers to become effective in teaching and classroom management of children with autism, and enables allied professionals to be responsive to intervention of autism.

It aligns with the provisions of National Education Policy 2020 and National Curriculum Framework 2023 that emphasize access, participation and learning outcomes in school education for children in the Socio-Economically Disadvantaged Groups (SEDGs) including disabilities.

BEST PRACTICE 2

PREPARING TEACHERS AS AGENTS OF CHANGE: A Holistic Approach to Teacher Education; 2015 and ongoing

Most teacher education programs focus on preparing teachers with knowledge and skills for applying both to the classroom teaching-learning process covering two domains of learning - cognitive and psychomotor, the third domain – attitude, does not receive sufficient weightage. In a teacher education program in special needs education, all domains need equal focus. The teacher must understand the nature of disability, acquire skills and ability to teach children with special needs (CWSN), and also develop a healthy and positive attitude towards the children, and appreciate that the involvement of the community at large is essential for acceptance and inclusion of CWSN in the mainstream of social life.

The curriculum addresses the two domains directly, the attention is indirect on attitude development. Our practice 'preparing teachers as agents of change' fills this gap.

The practice is integrated into the curriculum and is reflected in the curricular transaction. Every In the practical of course the practice is interwoven in these tasks, when students visit schools they are expected to do participant observation which provide an experience of interacting with CWSN during different sessions of a school day.

Survey/action research, on issues of CWSN, home intervention program keeping the child's socio-economic situation, home visit for meeting the extended family members and neighbors, planning, organizing, participating in community awareness initiatives such as mall events, exhibits, street play, poster making, walk /marathon for the cause.

At the end of each activity, the student teachers discuss the value of such initiatives for furthering the cause of social inclusion of CWSN, and its impact on their own thought process and personality.

In Indian context, there is a need for duplication of such practices by higher education institutes as it helps students develop into citizens who are sensitive and responsive to social issues and human rights.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The inception of Suvidya College of Special Education was based in the felt need by SOPAN for teachers and professionals qualified to work with children with autism. SOPAN has been working for disability rehabilitation for over two decades and is acknowledged for its services countrywide. The overarching goal of Suvidya College is the development of competent human resources for education and empowerment of persons with autism and associated disabilities. Currently, the College offers the B.Ed. Special Education program, but we propose to start the Post Graduate Diploma Program in Rehabilitation Psychology by the next academic year.

While the B.Ed. is a pre-service program, we run several short-term courses and continued rehabilitation education programs in both offline and online modes for in-service training and professional development of teachers and allied professionals. These programs are well attended. Participants from all over India register for the programs.

In keeping with the stated goal, our effort is not only to share knowledge, but to develop skill and effect a change in attitude. We try to achieve this by keeping the students/participants actively engaged in the learning tasks. For the students of the B.ED. Program, the curricular transaction is molded to ensure active engagement through classroom discussions, critical review, presentations, group work, participation in community awareness events etc. Similarly, the professional development programs have sessions for discussion, group work, and field work to provide scope for information sharing and active engagement.

Competency is built in time with increments in knowledge, skill and a positive attitude. We are part of SOPAN, an organization that believes in human rights of people with disability and has created a network of services that work towards their education, training, employment, and social inclusion. We uphold these values and integrate them in the field of human resource development. Hence, our distinctiveness lies in preparing teachers who are competent in knowledge and skill and have the ability for becoming agents of change.

5. CONCLUSION

Additional Information :

In line with the vision of human resource development for disability rehabilitation; the management has proposed a new course which is Post Graduate Diploma in Rehabilitation Psychology, prescribed by Rehabilitation Council of India in its list of courses. The course has been approved by the board of studies, University of Mumbai and is now in academic council. The response is awaited.

Concluding Remarks :

In comparison with other teacher education institutes, we are relatively new with only eight years of work. The process of growth has taught us many things, but being part of SOPAN, the process has been an opportunity to crystallize our values, beliefs and principles. While SOPAN has worked diligently for education and training of children and adults with autism, the services target those who access them. With Suvidya College, we are now reaching those CWSN who are beyond SOPAN's target circle. Today, the teachers trained in our College are employed in general schools, special schools, and intervention clinics. Some have shifted to other countries and are working there. They remain in touch with us and share their success stories. They carry our beacon to respect the CWSN's right to educational equity and social inclusion. But dynamism is the key not only to survival but also achievement. Therefore, while we are happy with what we have done till now, we know we have miles to go before becoming an institute of excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes as per shared feedback report by HEI.</p>																				
2.3.2	<p>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</p> <p>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>5</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>5</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	5	5	5	4	4	2021-22	2020-21	2019-20	2018-19	2017-18	4	5	5	4	4
2021-22	2020-21	2019-20	2018-19	2017-18																	
5	5	5	4	4																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	5	5	4	4																	
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above</p>																				

	<p>Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared report.</p>					
2.4.4	<p>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</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has not consider shared unverified documents.</p>					
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : DVV has not consider unverified shared documents.</p>					
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year Answer before DVV Verification : 40 Answer after DVV Verification: 16</p> <p>Remark : DVV has made the changes as per shared report.</p>					
2.7.2	<p>Average pass percentage of students during the last five years</p> <p>2.7.2.1. Total number of students who passed the university examination during the last five years Answer before DVV Verification:</p> <table border="1" style="margin-left: 40px;"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18
2021-22	2020-21	2019-20	2018-19	2017-18		

11	11	9	7	3
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	11	9	7	3

Remark : DVV has made the changes as per shared report.

2.7.4 Performance of outgoing students in internal assessment

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

Answer before DVV Verification : 4

Answer after DVV Verification: 2

Remark : DVV has made the changes as per shared report.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	0	1	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	0	2	4

Remark : DVV has made the changes as per shared report.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	13	20	20	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50	13	0	0	20

Remark : DVV has made the changes as per shared report.

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

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

Answer before DVV Verification : 2

Answer after DVV Verification: 1

Remark : DVV has made the changes as per shared report.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
526819	372848	647473	363142	599094

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3.20	1.52	4.05	3.5	3.52

Remark : DVV has converted the value into lakhs.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
166067	85840	15570	18632	35457

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.25	0.8	0.1	0.1	0.3

Remark : DVV has converted the value int lakhs.

4.2.5	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.5.1. Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year Answer before DVV Verification : 121 Answer after DVV Verification: 124</p> <p>4.2.5.2. Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year Answer before DVV Verification : 114 Answer after DVV Verification: 115</p> <p>4.2.5.3. Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year Answer before DVV Verification : 120 Answer after DVV Verification: 120</p> <p>4.2.5.4. Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year. Answer before DVV Verification : 135 Answer after DVV Verification: 135</p> <p>4.2.5.5. Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year. Answer before DVV Verification : 68 Answer after DVV Verification: 69</p> <p>Remark : DVV has made the changes as per shared report.</p>
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4.4.1	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1547 1046 1682"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>121320</td> <td>38290</td> <td>29205</td> <td>29205</td> <td>24620</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1760 1046 1895"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1.2</td> <td>0.38</td> <td>0.29</td> <td>0.29</td> <td>0.24</td> </tr> </tbody> </table> <p>Remark : DVV has converted the value into lakhs.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	121320	38290	29205	29205	24620	2021-22	2020-21	2019-20	2018-19	2017-18	1.2	0.38	0.29	0.29	0.24
2021-22	2020-21	2019-20	2018-19	2017-18																	
121320	38290	29205	29205	24620																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.2	0.38	0.29	0.29	0.24																	

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	09	07	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	11	09	07	03

Remark : DVV has made the changes as per shared report.

5.2.2 Percentage of student progression to higher education during the last completed academic year**5.2.2.1. Number of outgoing students progressing from Bachelor to PG.**

Answer before DVV Verification : 4

Answer after DVV Verification: 2

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

Remark : DVV has made the changes as per shared report.v

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	9	11	11	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	11	11	12

Remark : DVV has made the changes as per shared report.

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

Course and any other similar programmes

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	4	4	4

Remark : DVV has made the changes as per shared report.

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

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made the changes as per shared report.

2.Extended Profile Deviations

ID	Extended Questions																				
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>9</td> <td>7</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>11</td> <td>9</td> <td>7</td> <td>3</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	11	11	9	7	3	2021-22	2020-21	2019-20	2018-19	2017-18	2	11	9	7	3
2021-22	2020-21	2019-20	2018-19	2017-18																	
11	11	9	7	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	11	9	7	3																	
1.5	Number of graduating students year-wise during last five years..																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	9	7	3

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	11	9	7	3

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	4

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
526819	372848	647473	363142	599094

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5.2	3.7	6.4	3.63	5.9