



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	SATYAM COLLEGE OF EDUCATION
• Name of the Head of the institution	DR. BINEETA AGRAWAL
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9958062062
• Mobile No:	9818229278
• Registered e-mail ID (Principal)	principal@satyameducation.in
• Alternate Email ID	273.satyameducation@gmail.com
• Address	C-56, A/14&15
• City/Town	SECTOR - 62, NOIDA
• State/UT	UTTAR PRADESH
• Pin Code	201309
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Urban

• Financial Status	Self-financing				
• Name of the Affiliating University	SNDT WOMEN'S UNIVERSITY				
• Name of the IQAC Co-ordinator/Director	MS. PREETI GOEL				
• Phone No.	01204242805				
• Alternate phone No.(IQAC)	01204242805				
• Mobile (IQAC)	9899109451				
• IQAC e-mail address	preetigoel@satyameducation.in				
• Alternate e-mail address (IQAC)	office@satyameducation.in				
3.Website address	https://www.satyameducation.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.satyameducation.in/NAAC-SSR.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.satyameducation.in/naac/22-23/1.2.1/Academic-Calendar.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	2.96	2022	09/11/2022	08/11/2027
6.Date of Establishment of IQAC			03/07/2017		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
WE DO NOT HAVE FACILITY OF ABOVE SAID FUNDS	NO SCHEME IS FUNCTIONAL	NO AGENCY	Nil	ZERO	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	04	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
1. Enriching the curriculum by additional activities. 2. Enhancing extension activities to promote continuous learning. 3. Supporting teachers' professional development. 4. Updating Infrastructural facilities and learning resources. 5. Establishing collaborations and linkages with different organizations.		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		
Plan of Action	Achievements/Outcomes	
Developing competency for Multimedia Lesson Plan: SCE will conduct sessions on developing competencies for multimedia lesson plans, recognizing their myriad benefits for educators. These sessions aim to enhance teachers' skills in creating visually appealing content that	SCE Conducted Workshop on Multimedia Lesson Plan Preparation on 08/02/2023 and 23/05/2023. Through which students developed competencies to use different ICT tools for Multimedia tools. (Sample attached) https://www.satyameducation.in/naac/22-23/Extended-Pro	

<p>fosters student engagement and understanding through interactivity.</p>	<p>file/12(a)Multimedia-Lesson-Plan.pdf 1.https://satyameducation.in/images/vedio/MULTIMEDIALES-ON-PLAN-(BATCH2022-24).mp4</p>
<p>Plan for building expansion with special mention of multimedia hall and science lab: A multipurpose hall will serve as a versatile space for various activities such as assemblies, seminars, cultural events etc.fostering holistic development and community engagement. A well-equipped science lab will provide hands-on learning experiences, facilitating practical understanding and experimentation in scientific concepts, essential for comprehensive education.</p>	<p>The construction began in the month of April, 2023. Extension Building plan is attached. https://www.satyameducation.in/naac/22-23/Extended-Profile/12(b)Building-Plan.pdf</p>
<p>c)Fostering inclusivity skills among aspiring teachers in the teaching-learning process through collaboration with relevant organizations: The SCE will conduct an awareness programme/ special lecture on Individualized Lesson Plan to address special needs and Dealing with students' diversity in the classroom.</p>	<p>Through the Awareness program on Autism and Inclusive Education' held on 10/4/23 and Sensitivity Workshop on</p>
<p>(d) Enhancing SWAYAM courses mentor involvement for their respective courses: SWAYAM course meteor will be actively involved for guiding the students about the course content, and motivating them to complete their respective SWAYAM course.</p>	<p>During the January-April 2024 cycle, nine students successfully completed their courses. Among them, Ms. Chaavi Jindal excelled, achieving a position within the top 5% of students in both the courses</p>
<p>13.Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Advisory Committee	27/01/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	10/01/2022

15. Multidisciplinary / interdisciplinary

The Bachelor of Education (B.Ed.) program embodies interdisciplinary learning, merging diverse subjects crucial for effective teaching practices. It integrates pedagogy, psychology, curriculum design, and subject-specific knowledge to nurture holistic educators. Through this comprehensive approach, B.Ed. equips future teachers with versatile skills to address multifaceted educational challenges.

16. Academic bank of credits (ABC):

Academic bank of credits (ABC ID) are generated by the students and also uploaded on SNDT Women's University Portal for further inclusion of Credits earned by the students for value added and SWAYAM courses.

17. Skill development:

Skill Development is an inseparable component of education in the 21st century. In order to make the students ready for the job market and build their core competencies to face real-life challenges they must have the required skills. Skill development helps build up strong foundation for learners. The Institute organises various activities for the development of teaching skills, soft skills, life skills, values, vocational guidance etc. Satyam College of Education has taken many steps to help students in becoming more skilled and job ready as mentioned below: ? College focus on value-added course and self-study courses to impart more employable skills to the students. ? Recognizing the importance of extra skill set and knowledge in the present learning environment and future prospects, Certificate Courses under Chetna, SNDT University of Mumbai are also conducted. ? To complement the discipline-specific university curriculum, the college organizes extra-curricular activities to

impart holistic and value-based education ? Students' skills are improved by means of various activities organised by Student council. Various Skill developmental competitions are conducted at college level. Students are allowed to go to other colleges for participating in various competitions. ? The College continuously strives to create a skilling ecosystem through workshops, talks, interactive sessions etc. The college provides the opportunity for developing the following skills in students and make them job ready ? ICT and Digital Skills ? Theatre and Acting ? Sports and Fitness ? Life Skills Education ? Drama and Art in Education ? Communication Skills ? Financial Management ? Critical Understanding of ICT in Education ? Teaching-learning skills

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

The Indian knowledge system is a term used to refer to the intellectual and philosophical traditions of India, which have a long and rich history dating back to ancient times. In recent years, the concept of Indian Knowledge System (IKS) has gained momentum, aiming to revive India's ancient traditions and wisdom. Under the National Education Policy (NEP), India is embarking on a transformative journey to restructure its education system based on Indian knowledge traditions. A vast integrated Ecosystem that address every aspect of life ,may be the only ecosystem that addresses the question - what is the purpose of life? Knowledge has an ethical goal,the welfare or happiness of all animate beings. A well known Upnishadic invocation , Sarve bhavantu sukina..... (May all the creatures be happy). Knowledge is an instrument of liberation of the self from the narrow bounds of body and mind , which leads to Moksha Indian knowledge repositories are:

Systematized knowledge: which includes manuscripts and Shastras.

Traditional Knowledge: Oral traditions, folksongs, stories, arts, handicrafts and traditional skills. Indian Knowledge System which is better termed as Bharatiya Gayan Parampara refers to that empirical study which has got its origin in the land of Bharat in the prehistoric days and continued through generations after generations, enriching the life of the mass with self sustainable growth and advancement in all the important dimensions of life. The rich heritage and knowledge created and acquired by the Indians over several millennia in the Indian subcontinent is known as Indian knowledge system. Or we can say it is the systematic transfer of knowledge from generation to generation .It is not simply a tradition but a well structured system and process of knowledge transfer. One key feature of the Indian knowledge system is its holistic and interdisciplinary approach, which values the

interconnectedness of all fields of study and seeks to understand the world holistically. Vedic literature like the Upanishads, Vedas, and Upvedas come under the umbrella of the IKS. One of the key pillars of India's ancient knowledge systems is the Vedic literature. The Vedic texts, comprising the Rigveda, Samaveda, Yajurveda, and Atharvaveda, hold immense importance in Indian culture and spirituality. Integrating the Indian knowledge system into language and cultural education involves incorporating traditional wisdom, literature, and linguistic nuances into the curriculum. This can foster a deeper understanding of India's rich cultural heritage, promote linguistic diversity, and enhance cross-cultural communication skills. Incorporating indigenous languages and literature can also provide a holistic view of Indian culture, fostering pride and appreciation among students. The hymns, rituals, and philosophical concepts found in the Vedas have influenced diverse fields, including literature, arts, music, architecture, and governance.

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

The college is affiliated to SNTD Women's University, Mumbai and has been following the syllabus of B.Ed. as prescribed by the University. As per guidelines and syllabi of B.Ed.general objectives of B.Ed. are mentioned along with specific objectives of all the courses.The Institute has implemented outcome-based education with clearly stated Programme Outcomes and course outcomes.Induction Program is offered to freshers of each course to comprehend the nuances and demands of the course.An orientation on the syllabi is held during the start of the session to acquaint students with the specific objectives of courses and the syllabus. Teachers strive hard to prepare and present the instructional material in such a way that leads to Outcome Based Education.Programme outcomes are assessed in the form class tests,unit tests, house test and university exams. Students' performance in micro teaching,integration ,simulation, school teaching practice, participation in morning assembly and in the activities of the cells are also taken into consideration to evaluate the students and programme outcomes. Examination cell displays the list of top performing students after exams. University exams toppers, beststudent, best house of the year are felicitated.

20.Distance education/online education:

We are running 02 year full time B. Ed. degree course.

Extended Profile

1.Student	
2.1	98
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	100
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	72
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	72
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	98
Number of students enrolled during the year	
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	8412538.64
4.2 Total number of computers on campus for academic purposes	60
3.Teacher	
5.1 Number of full-time teachers during the year:	11
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	16
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Response:Satyam College Of Education (SCE) governs the curriculum of its B.Ed. course, which is governed by SNDT University, Mumbai. The college maintains a broad vision and goals, involving communication and dialogue among stakeholders. Departmental committees prepare guidelines for different courses, and departmental meetings are held to discuss teaching focus, class assignments, internal assessments, reference materials, and AV teaching aids. SCE invites external experts to ensure quality and objectivity in teaching-learning processes. Mid-semester curriculum planning meetings are also conducted to ensure plan implementation. Feedback from students helps improve teaching processes and content. Although SCE has limited leverage in revising or removing content, it forwards feedback annually to university officials based on views from</p>	

experts, employers, teaching practice schools, students, alumni, and teachers. SCE also designs a module on skill development and value education to support the region's development.

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

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

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course

A. All of the Above

**Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.satyameducation.in/PLO-CLO.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

7

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.satyameducation.in/ncte-clarification-data.pdf

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

2

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

2

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

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

110

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

110

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

134

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

134

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

1.3 - Curriculum Enrichment

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

Induction/Orientation programme is conducted for the newly admitted students in which they are made aware about the B.Ed. program During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session.

The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through innovative techniques and hands- on experience such as internship, field engagement, field trips etc. Faculty of the college uses different strategies and techniques like demonstrations, seminars, brainstorming, group discussions, PowerPoint presentations for clarity and understanding of each subject.

Learnt knowledge is of no use until it is applied for the welfare of the society. The skill development of the students is done through exposing the students to theoretical as well as practical aspect of teaching skills via micro and macro teaching practice. Acquired knowledge and competency is practiced by the students during school internship and field engagement activities.

Once the theory is taught, the full focus is on the skill/competency development of the students through EPCs. Besides theoretical

knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment.

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

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

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the school system in which they have to work. In this streamline the students are made aware about the development of the school system in India through briefing them about the various Commissions, Policies or Acts. Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. Students engage in techniques that can connect approaches to promote diversity

Norms and standards laid down by different Boards are followed in the schools with immense care and accuracy. Pupil teachers are given good opportunities to imbibe such standards, so as, to cater to the diverse needs of students and to ensure maximum learning amongst the students for their holistic development. Some variations in admission procedure, curriculum transaction, assessment system is there in terms of State Board comparison.

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

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

In this direction number of practical courses are included in the curriculum which start from their first year with Orientation and demonstration of Micro Teaching skills. After this for enhancing student teacher skills Integration Lessons are introduced, opportunity is given to practice various skills of teaching in an integrated way.

In the second year the Internship in schools is of Four months. The scope of learning is of very high level. Using a constructivist approach in teaching, identifying learning difficulties of students and preparing and implementing remedial material. Construction of Achievement test, learning about various registers in office, conducting assembly and writing bulletin board, Organization of co-curricular, conducting interview of headmaster to know more about school functioning, innovative practices, etc. During the B.Ed. course student teachers prepare a Portfolio file the objective is to enable the students to organize ideas, thoughts and evidence systematically, express ideas and thoughts about various aspects of education, reflect on experiences obtained during the B.Ed. program.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum –

All of the above

semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

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

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

98

2.1.1.1 - Number of students enrolled during the year

98

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

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

50

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

33

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

0

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

0

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

2.2 - Honoring Student Diversity

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

The institution organizes orientation programs for the students at the commencement of the new batch every year and it takes every opportunity to understand the needs and requirements of the students before the commencement of the program. They are familiarized with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution.

Students with good co-curricular skills are identified through the 'Talent Hunt Program' organized by the institution and are nurtured to further gear their talents.

Slow, Moderate and Advanced learners are identified through 'Diagnostic and Learning Readiness Test', Previous year marks, Classroom and 'Talent Hunt' conducted at entry level. Students are informed about their level of learning and support is provided to them accordingly. Special measures are taken to enhance their abilities such as Guest Lectures, Workshops/Seminars, Group Discussions, Bridge Courses, Remedial classes and special care is taken by the faculty in monitoring the performance of slow learners. The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided an appropriate learning environment based on the needs of the students. Their academic needs are assessed and the Department makes sure that they provide the required support to the student.

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

9

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

2.3 - Teaching- Learning Process

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

Satyam College of Education has designed a mechanized system for utmost learning. The focus is on adopting multiple modes like experiential learning, participative learning, and brainstorming; focused group discussion through involving different activities and the college has also made policy upon multiple modes of learning.

Exhibitions and Presentations

Students are encouraged to participate in exhibitions and make presentations related to different social issues, topics and concerns.

Experiential Learning

Demo and Practice sessions for Micro teaching skills, Demo and Practice sessions for integrated teaching are organized in a simulated condition. Students are taken for Field Visits to different places like NCERT, National Science Center, Mother Dairy, Book Fairs, etc.

Group Discussions:

Subject wise group discussions are scheduled and conducted to provide exposure to students for critical thinking and enhancing their speaking & presentation skills hence catering to diverse needs of students.

Brainstorming:

Different individual and group activities like essay writing, poetry writing, and elocution, writing scripts for Nukkad Natak are conducted with the students. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that teach trainees also learn how to use this as a method in their teaching.

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

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

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	Welcome to SARAL Institute Soft...an ERP Solution...Developed by Saral Computers Pvt. Ltd...in service since 1990
Any other relevant information	View File

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

98

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://youtube.com/shorts/ct3ySR8x_Kw?fhttps://pickerwheel.com/pw?id=t_https://padlet.com/anshurana7323/resources-7g1vgpk1hk78vp01/wish/2633626285https://youtube.com/shorts/ct3ySR8x_Kw?fhttps://flip.com/ff0f2216
Any other relevant information	View File

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

SCE has provision for continual mentoring for the students:

WORKING IN TEAMS

Guidance is provided to students like: Developing students' listening and speaking skills. Having positive attitude towards things Focusing on strength of team members.

- **DEALING WITH STUDENT DIVERSITY**

- 1. Students are categorized and divided into slow ,moderate and fast learners**
- 2. Providing remedial classes to weak students**
- 3. Providing additional support to moderate learners Provide enriching material to fast learners Engage students in Collaborative task**

- CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES
- Respect people
- Find a way to get along with everyone at workplace
- Practice good etiquettes while communicating with colleagues and authorities
- BALANCING HOME AND WORK STRESS

Mentors at SCE work for the welfare of students by guiding them to manage their life by:

- Prioritizing your time
- Setting manageable goals each day
- Be realistic at home and work place
- Practice meditation and yoga
- KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION AND LIFE

Mentors motivate students to:

- Read Educational journals, magazines, blogs etc.
- Search for websites which provide more specific topic oriented articles
- Attend different Seminars and Conferences

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

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

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

Response: The college plays a vital role in inculcating various skills like innovation and creativity amongst students in tackling their assignment projects and other tasks. Students are encouraged to think critically and be innovative and creative.

CREATIVITY

Case 1:

Students create teaching learning materials on different concepts related to Inclusive Education and organize exhibition which is the

part of assignment in Creating an Inclusive School to teach differently abled students having Dyslexia, Dysgraphia, Dyscalculia, Autism, Hearing Impairment, Visual Impairment and Cerebral Palsy under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas.

INTELLECTUAL AND THINKING SKILLS

Case 2:

Teachers encourage students to involve themselves in doing research projects which aim to develop research attitude as well as to enhance intellectual and thinking skills. In B.Ed. second year under EPC 6 (Research Project) teacher gives detailed orientation about the purpose, meaning and procedure of research. The research project can be done in the form of a survey or experiment. After research work students have to submit a handwritten report of 8 to 10 pages including title, objectives, need of research, tools, conclusions and educational implications.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

All of the above

situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

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

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

All of the above

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

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

All of the above

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

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

All of the above

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

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

All of the above

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

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

Selection/Identification of schools for internship: Participative/on request: It is done by keeping in view the following parameters and on request to the schools: Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students. Accessibility of the schools for students is another focused parameter, for which choices from the students are taken. The student's medium of instruction (Hindi/ English) are considered too before assigning practice teaching school. Well renowned schools of Noida, Ghaziabad, and Greater Noida are selected that provide a boost in the pupil teacher's capacities, skills & capabilities. Principals of different school are contacted through email and thereafter orientation of students are organized.

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

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

2.4.9.1 - Number of final year students during the academic year

97

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Nine/All of the above
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File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	No File Uploaded

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

Satyam College of Education conducts a rigorous Internship Programme for Teacher-Trainees in I & II Year of their course. Students are allotted schools of repute for observing & practicing their skills. A well-organized and well planned schedule for Internship is followed. Trainees are given ample demonstrations for each micro-teaching skill.

ROLE OF TEACHER-EDUCATORS

1. To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.
2. Suitable feedback is provided to the trainees for improvement in performance.
3. To provide regular remarks on the lesson planning and its execution by the Interns in the class.

4. Regular visits to schools to monitor students.

ROLE OF SCHOOL PRINCIPAL

1. Proper allocation of classes to the Interns.
2. To orient the Interns about the functioning of school system and role of a teacher

ROLE OF SCHOOL TEACHERS

1. To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.
2. To provide regular remarks on the lesson planning and its execution by the Interns in the class.

ROLE OF PEERS

1. Discussion upon presentation is done among peers for improvement.
2. To reflect upon observation and improving oneself.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	All of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

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

Four of the above

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

2.5 - Teacher Profile and Quality

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

11

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

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

3

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

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

11

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

11

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

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

Teachers at SCE put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at Satyam College of Education aims at discussing them with each other to keep them updated. The purpose of in-house discussions on current developments and issues in education. To make themselves aware about recent changes and development in education system. To create awareness regarding issues of policies and regulations. To strengthen the base of students according to change in system. To get ready for changes in education system. To provide solution of queries related to different issues and challenges of the education system

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

2.6 - Evaluation Process

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

Through a well-designed system, Satyam College of Education implements rules, regulations, and policies that support ongoing, comprehensive student evaluations that take place throughout the course of the year. The following actions have been taken by Satyam to uphold the standard of Internal Assessment:

1. Teachers offer marks or grades to students based on their assignments, files, extracurricular activities, and regular attendance in class under formative processes.
2. The faculty keeps track of the students' records, and they are evaluated based on their performance in both co-curricular and curricular activities.
3. Every student goes through an internal assessment process in accordance with university requirements.
4. Compilation of records
5. Corrections and modifications are constantly done.

A variety of measures are adopted to ensure rigour of the internal assessment such as Internal Exams, Class test, assignments, Presentations and Activities.

Students are also encouraged to apply the theoretical concepts taught in class to real life situations/problems through project work, assignments etc. Curriculum has enough opportunities to enhance skills through Practical Sessions planned in EPCs (Enhancing Professional Capacities) such as -
EPC-1, EPC-2, EPC-3, EPC-4, EPC-5, EPC-6, EPC-7.

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

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

Five of the above

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

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

Satyam College of Education has a well-functioning Examination Cell that handles all complaints about assessments and internal and external exams. Its goal is to resolve the complaints in the allotted time.

All complaints pertaining to internal assessments and external examinations are handled by the Examination Cell. The Examination Cell takes up and resolves all types of issues pertaining to the evaluation process. Students can use the Grievance Form available on the SCE website to voice their complaints. Post reporting, corrective action is conducted. Appropriate documentation of the grievances is

done.

Redress of Grievances When it comes to internal cases, the complaints are typically about evaluations from internal examinations or assessment marks, thus the concerned faculty takes the necessary steps to appease the Grievance Raiser by giving comprehensive documents (performance records and attendance records).

The college examination committee ,at the university level, directs students towards the appropriate courses of action. The examination committee works to ensure that the examination, evaluation, and results are conducted smoothly so that the appropriate action may be done. Additionally, the college notifies the university of any mishandling that occurs during the administration of exams on the university's end.

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

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

The institution prepares an Academic Calendar ahead of time that includes pertinent details about the teaching and learning process, holidays, internal test, and term end exams. By using the technique of continuous internal review, the academic development of the pupils is routinely checked. The Principal periodically reviews the internal assessment. Every Subject teacher has to submit the compliance of the academic calendar as part of their annual submissions. For the implementation of the fair and vigilant Internal Assessment Process, Examination committee is formed at the college level which monitors the overall Internal Assessment Process. The record of internal assessment is maintained at the college level. The type and schedule internal evaluation is Planned in consultation with the head of the department. The Principal and the IQAC Head compile the academic plan submitted by the teachers and finalise the decisions regarding dates for conduct of assignments depending on completion of syllabus etc.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

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

Since college education is outcome-based, Satyam's vision and goal are in sync with the Programme Learning Objectives (PLOs) and Course Learning Outcomes (CLOs). In addition to providing excellent training for teachers, SCE lays a strong emphasis on cultivating a disciplined mindset and a feeling of self-worth in its learners. Pupils would have an opportunity to engage in a wide range of extracurricular activities both on and off campus, helping them to reach their full potential. We adhere to the stakeholder consultation process. The SNDT University is taking sufficient care to describe the information, abilities, and competencies that students should learn during their B.Ed programme. In order to deliver outstanding education to the intended goals and objectives, Satyam College of Education works diligently on them.

The framework for the Program Learning Outcome (PLOs) and Course Learning Outcome(CLOs) is as follows-

- The Program Learning Outcome (PLOs), Course Learning Outcome(CLOs)of all courses/programs are made available on the website.
- Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes.
- Program Learning Outcomes and Course Course Learning Outcomes are discussed with the students at the time of orientation.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

SCE collects and evaluates data on programme and course learning outcomes using a systematic, well-thought-out process. Assessment tools like as exams, seminars, group discussions, and assignments are used to evaluate students' learning results. The college renders use of it to identify previous learning barriers. Class tests, seminars, and assignments are a few methods of continuous assessment that vary depending on the type of programme, according to continuous assessment. Students at the college provide input on the drawbacks, limitations, and advantages of education. Furthermore, feedback is solicited in order to assess how well faculty members work. The following are some different methods that staff and students are informed about learning outcomes:

a) Every academic year, the Principal and Heads conduct a detailed analysis of the outcomes, which is then discussed with the teachers.

b) To inspire new students to work hard, the names of deserving students are clearly displayed.

b) These deserving Students receive Trophies/Appreciation or Certificates for their achievements on the occasion of Graduation Ceremony.

d) Prizes are given to the winners of various internal events or competitions. Both direct and indirect methods are used to evaluate data regarding student learning. Assignments, tests, quizzes, reports, essays, research projects, case study analysis, and other performances are examples of direct measures. Course ratings, student surveys, course enrollment data, and alumni are a few examples of indirect measures.

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

2.7.4 - Performance of outgoing students in internal assessment

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

199

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

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

Some of the examples to show the extent to which the assessment tasks and performance of the students reflects are as follows:

1. Kajal Choudhary from batch 2022-24 was a slow learner at entry level and she scored 50% in her graduation. She was mentored and guided to participate in co-curricular activities. She

improved upon her skills and won the open mic competition thereafter and scored well in Internal Exams.

2. Meenakshi Jain from the batch 2022-24 was diagnosed to be a moderate learner lacking in active participation and low confidence. After constant motivation she gained confidence and participated in inter-college competition Meraki held on 2nd March, 23.
3. Kajal Tripathi from the batch 2021-23 was diagnosed as moderate learner at the entry level and scored 60% in post-graduation. She was always motivated and guided academically which resulted in her good scores in Examination. Kajal Tripathi topped in Final year, scoring 78.90%.
4. Jyoti Kiran, batch 2021-23 was categorized as slow learner at the entry level. She was low on confidence and was hesitant in participating in any activity. She was guided and mentored constantly by the teachers. She was placed in ASPAM Scottish School in the first attempt.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://satyameducation.in/naac/22-23/Student-Satisfaction-Survey.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

All of the above

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

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

Four of the above

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

3.2 - Research Publications

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

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

2

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

3.3 - Outreach Activities

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

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

02

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

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

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

02

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

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

497

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

497

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

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

Response:

Satyam College of Education organises outreach programmes in the community in various field where sensitisation is required including Gender education, health awareness , current social concerns, women's empowerment, and environmental preservation motivating students for active participation in such activities.

The Students ran public awareness campaigns on issues such the "Gender Sensitisation." to raise awareness on how "Boys have equal rights to emotions". By Nukkad-Natak students tried to make today's generation aware about rights of human beings without any gender related biases. Students performed Nukkad natak in Mohan International school for the School Children and staff and encouraged them to understand the issue.

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

0

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

0

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

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

12

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has built up area of 3723.29 sq.m consisting:

Classrooms: College has 6 classrooms, one seminar hall & ICT Resource Centre, one multipurpose hall and one conference hall. Wi-fi enabled campus.

Library: One library cum reading room possessing an Integrated Library Management System, ILMS: 'KOHA' to maintain the records.

Laboratories: Curriculum laboratories consist of Psychology, Mathematics, Science and Social Science Laboratory. Language Lab is well equipped with O'RELL software.

Equipments: Variety of equipment are available such as models, balances, language games etc.

Computing facilities: Computer laboratory is well equipped with the updated MS Office software.

Art & Craft Resource Centre and Teaching learning resource center for work experience is available.

Girls Common Room: It provides female students a place to relax, study in free time available.

Sports field and complex: To support sports activities one sports field and sports complex are available.

Fitness Centre: Indoor games like table-tennis, carrom-board etc.

are also available.

Canteen: The college canteen provides hygienic food to students and staff.

Parking area: The campus has a wide parking area to accommodate vehicles.

Hostel Facility: Hostel facility is provided on payment basis.

Lift: Facility of two lifts for all.

Ramp: Ramp and wheelchair are also available

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

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

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

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	View File

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

519,505,500

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

The Library at Satyam College of Education is automated using the Integrated Library Management System (ILMS) KOHA. KOHA is a combination of applications and micro-services for information access, service management, data maintenance, operations management, circulation control, record-keeping, business intelligence and reporting for information professionals. It has several modules wherein data flows from one module to another. From the acquisition of material to the circulation of documents, the entire operations of the library are recorded, analysed and stored in the system.

The application is responsible for a majority of operations in the library and showcases the potential to add more services and conveniences for the faculty and the students. KOHA integrates seamlessly with multiple technologies such as thermal printers, entry-logging systems, and external APIs packed into a simple and effective interface with a minimal learning curve. It has the flexibility of creating different types of patrons with different sets of powers to handle different operations. OPAC help the users in finding the books, journals, reserve books, textbooks, policies etc. The system also provides a facility for users to reserve the documents if issued by other users. KOHA sets up customized documents, identification and reports. The SCE Library has put KOHA on Cloud. The Library is now remotely accessible.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://sce.bestbookbuddies.com
Any other relevant information	View File

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

The students and teachers can remotely access the Library through the Cloud-based KOHA application. The Web-OPAC gives them the facility to search the collection of the SCE Library remotely as well as through LAN. They can also check for the availability of the document/book of their choice and reserve it through their KOHA account. Users can also raise demands for the purchase of new documents or Inter-Library Loans using this facility.

The SCE Library has a subscription to NLIST consortia of the INFLIBNET which is a joint venture of e-ShodhSindhu Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi. Through this college subscription, the SCE Library users get access to 6000+ scholarly journals, 199500+ e-books and over 6,00,000 e-books through the National Digital Library. The college also has access to World E-Books Library and South Asia Archives Databases through NLIST. The Library also has access to Shodhganga of inflibnet.

The Library website also acts as a gateway providing links to NLIST, DOAJ, NCERT Books and Journals, National Digital Library, DELNET and various other Open Access Databases thus equipping the users with ample learning and teaching materials. Through the saral portal, open access e-books are extended to the Library users. The Library users regularly make use of these facilities for self-study and research purposes.

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

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

All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

100142

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

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

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

219

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://satyameducation.in/naac/22-23/4.2.5/4.2.5.pdf
Any other relevant information	View File

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

Three of the above

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

4.3 - ICT Infrastructure

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

4.3.1 Institution updates its ICT facilities including Wi-Fi Response:

To meet the digital challenges, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides adequate number of computers, printers,

scanners, smart boards with projector etc. to help students and faculty to carry out academic activities effectively. The college has well established mechanism for upgrading and deploying ICT to ensure effective teaching-learning process. Every year, sufficient budget is allocated by the management of the college for annual maintenance and up-gradation of ICT facilities.

UPDATES ON SOFTWARE

Year 2022-23

- 1.Orell English Language software amc renewal
- 2.Saral Software amc renewal
- 3.Bulk sms services renewal

Internet and Wi-Fi: Internet speed of Wi-Fi is 50 mbps.

UPDATES ON HARDWARE

Year 2022-23

1. 6 Webcam
2. 6 Headphone
3. 1 Hdd disk (External)
4. 3 Tripode
5. 35 UPS Battery
6. 10 Lenovo desktop
7. 1 Interactive Smart board

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

4.3.2 - Student – Computer ratio during the academic year

1:2	
File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File
4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Five or more of the above
File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/watch?v=yTigFwz4r8M
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://youtu.be/p3R-14cuXHY?si=AmGbeEKiOAT6nqte
Any other relevant information	View File

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

10228097

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

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

Efficient systems and procedures for maintaining and utilising facilities are essentially adopted in SCE for e maximising the benefits of various physical, academic, and support facilities in the College.

Physical Facilities

- Classrooms and Smart Boards

The institution has set up a system for routine classroom maintenance that includes cleaning, repairs, and functioning tests of the equipment.

-to manage scheduling and avoid conflicts, a classroom scheduling system has been used.

-enforce classroom regulations, such as those pertaining to the usage of smart boards.

- Sports Complex

Institution has developed a maintenance plan for sports equipment,

facilities, and playing surfaces, including regular inspections and ensuring the availability of trained staff or coach to supervise sports activities and enforce safety guidelines.

Academic Facilities

- Library

Institution has developed a cataloging system for library resources, making it easy for users to find and access materials ,implement a borrowing and return policy to ensure the proper use and

- Computer Facilities

SCE regularly update computer systems, including hardware and software, to ensure optimal performance.Implement a reservation system for computer labs to manage usage efficiently.

Other Facilities-

Security

Develop a comprehensive security plan for the facilities, including access control, surveillance systems, and emergency response protocols.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.satyameducation.in/infrastructure.html Video- https://www.youtube.com/watch?v=EBZB1i50Z1o https://youtu.be/EBZB1i50Z1o
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different

Five fo the above

disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

B. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
11	69

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

06

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

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

22

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

The college duly elects a Student Council which is formed in a democratic manner and executes its work in a justified manner under the guidance of College Head. Composition of Students Council: It comprises of- a) President b) Secretary Election of President and Secretary: - The President and the Secretary are directly elected by the students of the college. Eligibility for President and Secretary: - The eligibility for contesting for the post of the President and the Secretary is as follows. A: 75% attendance in the last academic session attended Eligibility for members :- The first year students shall be eligible to get nominations. Functions of the Council: - I. Student Council President A. Represent the student body at all college events. B. Be responsible for coordinating the assigned events. II. Student Council Secretary A. Represent the student council at all college events as requested by the president. B. Coordinate the work of committees. III. The Council Member Communicate ideas from the student body to the Council.

Role of Students' Council is evident through- Cultural programs and sports events : The students organize and conduct different competitions to provide a platform to the other students to exhibit their talents . Women Empowerment: The Members organize various programs (International Women's day) for empowerment of women. Alumni Meet: Members are also a part of SCE Alumni Cell and contribute in making the alumni strong in all its activities.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

16

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

5.4 - Alumni Engagement

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

Role of Alumni Association in the development of Institution highlighting two significant contributions

Alumni of the institution contribute both financially and non-financially over the years in growth and development of the institution. The alumni members, who are working in various prestigious designations such as principals, coordinators and teachers are helping in the placement of our students in different schools. They are also frequently invited for workshops and guest lectures. During this they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment.

Case 1

Alumni Association members meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to inculcate various skills through co-curricular activities. SCE always strives towards excellence in overall development of its students to become professionally sound human resource of the country Alumni has taken initiative in planning short term course on Theatre in Education from 12 October 2022 for B.Ed. students of batch 2021-23.

Case 2

Alumni Association members has also contributed financially. Bluetooth speaker purchased from alumni fund for smooth functioning of cultural programmes OF B.Ed. students of SCE.

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

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

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

2

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

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

Alumni Association of Satyam college of Education plays crucial role in its functioning by student mentoring, student support, financial support, and recognizing talent early and then nurturing it to become successful and efficient human resource to the country. Institute has a dynamic alumni association which works coherently with faculty members in devising methods to improve teaching methods, organise events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during course curriculum for example preparation of lesson for classroom teaching and also participation in personality-oriented events. Alumni members via Alumni association meetings are sought directives as well as advice on curriculum development, financial aid, support for admission, placement, guidance as well as mentoring.

The alumni's contributions in the growth and development process are given below.

- The Alumni helps in establishing Networking with all students.
- It helps the college in updating about the placements of pass out students.
- It furnishes information about job opportunities in schools
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college. Helps in publicity

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution's governance aligns with its vision and mission, aiming to be a leading institution in the country offering quality teacher education. The mission is to provide trained women teachers with multi-dimensional qualifications and professional competencies in education. The institution follows a democratic and participatory mode of governance, with all stakeholders actively participating in its administration. The college is promoted by Satyam Charitable Trust (SCT) and aims to achieve excellence in the educational field towards globalization. The governing body delegates authority to the Principal and HOD, who share it with committees and cells for smooth functioning. The college offers a range of short-term and long-term courses, invests in technology, faculty training, and extracurricular activities, and encourages student engagement. The college participates in industry events and inter-college competitions, launching short-term courses, research and development, expanding libraries, and offering self-defense workshops.

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

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

The College Development Committee (CDC) of SCE is a crucial body for college development, serving as a link between the college, students, and administration. Regular meetings are held to discuss matters related to college development. The college has 18 cells that handle all academic activities (Curricular and co-curricular). The college management encourages feedback and actively interacts with alumni and faculty members to improve facilities. In order to provide latest and best-in-class courses for academic and non-academic work, College Management keeps a close watch on the industry trends and requirements, by actively interacting with its Alumni and its faculty members. The IQAC plays a pivotal role in academic and administrative activities, with committees comprising management, principal, faculty, staff, students, and alumni. The college administration is decentralized through Satyam Charitable Trust to Advisory Board to College Development Committee to Principal to IQAC then college work is divided into academic and administrative work. Under the supervision of the principal, heads and committee members college prepare plans for organizing curricular, co-curricular and extracurricular activities.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

SCE ensures transparency in its financial, academic, and administration functions by clearly defining its vision and mission objectives. It presents budget proposals to the Governing body for approval and provides annual salary increments for employees based on performance. The college has an accessible internal and external audit system and annual budget provision for future improvement. Academic transparency is maintained through admission notifications, online and offline forms, campus placement week, innovative teaching-learning processes, feedback from students, internal assessments, remedial classes, and grievance redressal systems. SCE also offers online library access for students and faculty members. The college

has a College Development Committee (CDC) that acts as a link between the college, students, and administration. The college has 18 different cells to oversee various activities, including curriculum and co-curriculum activities, and administrative work is divided into student welfare and administrative committees.

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

6.2 - Strategy Development and Deployment

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

The IQAC through deliberations with the stakeholders made a perspective plan (2022-2026) in 2022 for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is available on the college website which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment. The purpose of the plan was to strengthen the functioning of the institution. One of the examples of activity successfully implemented based on a perspective plan is as follows: Augmentation of Academic infrastructure. Expansion of the college building allows for increased capacity to accommodate a growing student population. Following work is under process in relation to extension of building for more and significant space..For Which the foundation of building has been prepared and the work is progressing.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.satyameducation.in/library/students/perspective-plan(2022-23).pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Satyam College of Education, affiliated with SNDT University, Mumbai, has a transparent governance system with a well-defined organizational structure. The governing bodies include the Governing Council, Advisory Board, and college development committee, which play crucial roles in framing policies and executing them. The Principal, assisted by department heads and faculty members, is responsible for administrative services. The College also has an Internal Quality Assurance Committee (IQAC) for monitoring internal quality. The academic wing focuses on Extension and Outreach Programmes, while various committees are constituted for academic, administrative, and extra-curricular purposes. The college also ensures student welfare through Placement Cell, Discipline Cell, Grievance Cell, and Alumni Association. The college office coordinates administrative activities under the Office Superintendent in consultation with the principal. The college has a well-defined organizational structure in the administration staff. All appointments are made through the selection committee constituted by management of Satyam Charitable Trust/University. In accordance with U.P state reservation policy, list of vacant posts is prepared. After approval of list, advertisement in newspaper is published for inviting applications along with testimonials. List of suitable candidates is prepared after scrutinization and they are called for interview by selection committee. After interview selected candidates are given appointment letter.

File Description	Documents
Link to organogram on the institutional website	https://www.satyameducation.in/about-sce.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The Cultural Cell, overseen by the Institutional Quality Assurance Cell, has played a vital role in student development by spearheading the annual college fest, 'NAVYA.' It was initiated following a decision during the December 22, 2021 in IQAC meeting, NAVYA has become a cultural cornerstone for the college.

The inaugural NAVYA fest on March 25, 2022, showcased a diverse range of intercollegiate activities, including Nukkad Natak, Contemporary Duet Dance, Indian Folk Group Dance, Beats & Bangs Fusion Dance Solo, and Malhar Solo Singing. It provided a platform for 64 participants from 14 Delhi-NCR colleges to display their talents.

Building on this success, the 2023 NAVYA fest on February 21, themed 'One Nation, Many Traditions,' attracted participants from Delhi-NCR colleges and distinguished guests from prestigious schools, NGOs and Government educational Institutes. Winners received cash prizes, trophies, and certificates of achievement. The 'Best College of the Day' award added excitement, promoting healthy competition.

The fest went beyond competitions, featuring special performances by college students and recognizing student volunteers with appreciation certificates. The Cultural cell's well-organized NAVYA-annual fest has been instrumental in fostering cultural diversity, nurturing creativity, and facilitating holistic student development.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

Well being of the staff is important for effective functioning of the Institution. Satyam College of Education has effective welfare measures for teaching and non- teaching staff.

Maternity Leave: Maternity leaves are given to Lady staff members for six months without salary with an agreement of resuming the work as per her convenience after this period.

Appraisal: Promotions or salary hikes are given to the teaching and non- teaching staff based on the qualification, services, and outcome of the performance appraisal.

Research Assistance: Publication Incentives ,cost of the registration and participation in the national or International conferences/Seminars are given to the faculty members. Seed Money is also provided to the research scholars.

Professional Growth: Faculty members are sponsored for attending Short term Courses, Workshops and Faculty Development Programs for up-grading their knowledge.

Study Leave And Compensatory Leave: Study leaves And Compensatory Leaves are given to the faculty whenever applicable.

Travel Allowance : Faculty members are provided travel allowance for attending Workshops and Faculty Development Programs for their professional Growth.

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

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

0

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

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

3

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

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

05

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

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

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision. Adopting the same, the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities), Co- Curricular, Professional Development activities, Research Publications, Academic Contributions and Code of conduct (punctuality and regularity) . At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution mostly in the month of July. Further, at the end of year feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Principal and Head of the Department goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. For non-teaching

staff, the feedback is collected from each department and appraisals are given.

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

6.4 - Financial Management and Resource Mobilization

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

Institute conducts internal financial audits regularly on an annual basis by the Chartered Accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software. Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet.

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

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

0

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

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

Due to lack of any Govt. funds we accommodate the expenses from two funds which are Tuition Fee and Alumna Funds.

The College utilizes these funds for the following resources:

1. **Library Books:** The books are purchased on a regular basis for the library using the above funds in an optimal manner.

2. **Infrastructural Improvements:** College utilizes the above funds to bring required infrastructural changes in the premises from time to time.

3. **Learning material for activities:** College spends the above funds for purchase of learning material like charts, stationary material.

4. **Gardening Expenses:** College utilizes a considerable amount on Gardening which keeps the environment green and healthy

5. **Security Purpose:** Security guards are hired to ensure safety.

6. **Housekeeping:** College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed.

7. **Repair & Maintenance:** Funds are utilized on repair and maintenance.

8. **Insurance:** Funds are used for Insurance purposes as well.

9. **Electricity:** Constant power supply is ensured in the college.

10. **Internet Charges:** The above funds are mobilized to provide the Internet service to all the users.

11. **Research & Development:** College offers seed money for research.

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

6.5 - Internal Quality Assurance System

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

IQAC functions actively in improving the quality of education, teaching learning process and learning outcomes by internalizing policy and procedures of these quality strategies:

1. **Enhancing the admission process to foster greater student diversity and inclusivity.**
2. **Enriching the curriculum by additional activities.**
3. **Monitoring and analyzing examinations results**
4. **Enhancing extension activities to promote continuous learning.**
5. **Implementing outcome-based education.**
6. **Encouraging student council activities in curricular and co-curricular activities.**
7. **Addressing students' concerns through grievance redressal cell.**

8. Strengthening the student support system.
9. Supporting teachers' professional development.
10. Evaluating faculty performance through self-appraisal forms and confidential reports.
11. Encouraging research work to contribute in knowledge creation and innovation.
12. Updating Infrastructural facilities and learning resources to enhance the overall learning environment.
13. Practicing decentralized and participative governance models to promote collaboration among faculty and staff.
14. Association with alumni and their engagement in quality education.
15. Establishing collaborations and linkages with different organizations
16. Feedback collection from various stakeholders, its analysis and action taken thereof.
17. Fostering social responsibility by adopting environmental conservation activities like rain water harvesting, single use plastic ban, Waste management and Energy Saving.

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

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

The Institute employs a comprehensive approach to enhance its teaching and learning processes through the following mechanisms:

- **Academic Calendar:** The college adheres to its academic calendar, encompassing admissions, vacations, microteaching, teaching practice etc. Vigilant monitoring and regular announcements ensure discipline.
- **Feedback Collection in teaching-learning Activities:** Feedback is collected on curriculum & other activities. It is consolidated and corrective actions are taken through IQAC.
- **Teacher Performance Evaluation:** Teacher performance is evaluated through student's feedback & their subject result in the University examinations, which guides suggestions for improvement.
- **Student Progress Analysis:** Teachers analyze student performance in the class & internal examinations to identify and address unmet learning outcomes.
- **Remedial Classes:** Remedial classes are conducted in each subject.
- **Mentor-Mentee sessions:** Mentor-Mentee meetings are conducted to ensure student satisfaction and progress.

Besides this IQAC has reviewed its teaching-learning process through the following ways:

- Student feedback led to enhancing Wi-Fi bandwidth for effective ICT-based teaching. Implemented measures successfully boosted bandwidth, facilitating improved multimedia lesson delivery, enriching the teaching-learning experience.
- Steps were taken to expand the library's collection following the identification of the need for more titles. This effort aimed to enrich the teaching and learning experiences within the institution.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

15

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://satyameducation.in/mom/2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

6.5.5 Two Examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation:

Internal Quality Assurance Cell at Satyam College of Education constantly work upon Incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives. Two examples for the cycle are as follows:

1. Alumni Association Registration

Satyam College of Education registered its alumni Association in 2022 to associate with its alumni in full fledged manner. The president of alumni association is Rakhi Khanduri; Vice-President is Ms Monalisa; and secretary is Ms Inderpreet Kaur; Joint secretary is Ms Jaskiran Shukla; Treasurer is Ms Rachna Dadhwal and Joint

Treasurer is Ms Lata Kharyat. Regular meetings are held to improve the quality of Education through alumni contribution.

2. Expansion of Building

IQAC at Satyam College of Education decided upon the expansion of building to equip the infrastructure with more space for labs and library and for that immediate action was taken by the management and building expansion began in full swing. The building plan comprises of different labs like Physics, Chemistry and Biology labs. Separate space for spacious library and multi-purpose hall is also part of the building plan.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy conservation is the practice of reducing the consumption of energy by humans or Energy. Energy conservation means making the most of our energy resources by using our natural endowments, getting the greatest return from our energy investments, and investing in clean energy. The institute has developed framework and energy guidelines adhering to national policy regarding energy conservation on. The Institute Building has adopted passive design principles. The building is. designed and constructed parallel to north south directions to ensure less relative heat inside. The institute has an energy conservation administrator to coordinate and implement the sustainable practices. The institute also caters to general efficiency techniques and methodologies that can be implemented in day to day function. Reducing energy consumption in the institute is a continuing priority which is ensured through an awareness program involving student's mentors and institute staff. An energy management administrator takes care of periodic maintenance of the building facilities, taking care of regular maintenance. Anenergy conservation administrator is also responsible for the building's energy conservation.

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

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

Waste management is a joint responsibility of local government, private organizations, and individuals. The institute has designed an integrated system for optimizing and analyzing waste, focusing on all aspects of waste management together. The waste generated is processed systematically, with waste separated into biodegradable, non-biodegradable, and domestic hazardous wastes. Biodegradable waste is generated from raw materials, leftovers, and tree droppings, while non-biodegradable solid waste is sent to a municipal landfill. Hazardous waste is in negligible amounts and sold to authorized recyclers. Liquid waste management involves grey and black water, with water-efficient fixtures reducing discharge. Grey water is reused to recharge ground water tables and conserves rainwater by harvesting runoff water. E-waste, which includes discarded, surplus, broken, or obsolete electronic devices and machines, is managed by collecting items from staff, faculty, and students and conducting auctions to authorize responsible waste management. Waste management practices are divided into solid waste management, liquid waste management, and E-waste management.

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

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Sanitation is considered as basic determinant in quality of life and human development index. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and The Institute has framework in terms of Policies since Oct, 2020 for Waste In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. Add to the green cover of the Institute many tree plantation drives have been conducted by the air quality of the campus which in return reduce the air pollution. Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. Hygiene for females in the campus are also an encouraging factor of the institute. drinking

water sources are present at many places throughout the campus which comes from Many promotional signage's are put in the campus area to promote and aware students to avoid deployed in the campus which safely collect, confine and dispose waste.

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

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

All of the above

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

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

41005

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

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

Institute is located at the prime location providing all facilities to students & visitors and provides lush green locality to students.

Locational Advantages:

1. Metro station in the vicinity (within 1km)
2. College is located near NH24; connecting states for easy access of students from other states like Delhi & Uttar Pradesh.
3. Sufficient Green Area in vicinity of college
4. Community Park in Proximity
5. Easy Accessibility to College with Connectivity via Public Transport
6. Police station is located in a range of 500m for safety and security purposes.
7. 24/7 CCTV Surveillance inside and outside the college

Initiatives:

- The curriculum of teacher education training program includes topics to address Environment and Sustainability, Social issues, which strengthen the students' affinity to the environment.
- Promoting biodiversity through energy conservation and waste management.
- The institution conducts outdoor programs related exposing students to first-hand experience, for example Health awareness campaign.
- Institution organized and participated in blood donation camp for social welfare.
- Field trips are arranged to make students aware about the places and environment around them and provide opportunity to

work with local people to understand their problems

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

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

A. All of the above

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

7.2 - Best Practices

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

Two best practices implemented by the Institution Satyam College of

Education is affiliated to SNTD Women University, SNTD University. The college constantly works towards excellence in Education and for the welfare of students associated with the Satyam family. We endeavor to offer best experiences to students and involve all the activities required for the quality assurance in Education. The best practices of the Institution the following are listed:

PRACTICE I: SELF DEFENCE WORKSHOP

Satyam College of Education adopts a rigorous and well-organized pattern of ensuring empowerment of all its students by planning a number of activities like Self Defense workshop to equip female students with basic techniques of self defense. The workshop is being organized each year and is conducted by AGRAGAMI Foundation, an organization working for women's upliftment and safety. Students actively participate in the workshop and learn tactics in case of any emergency thus empowering women physically.

BEST PRACTICE II: SCOUT & GUIDE CAMP

Satyam College of Education organizes a Scout & Guide Camp each year in the college premises. Students are taught skills of camping and surviving in any circumstances. It helps students develop physically, intellectually, socially and spiritually. It is all about building confidence, self - esteem, learning important life skills and leadership skills, team building, education and fun! Each year the camp is guided by Mr. Shiv Kumar, District Organizing Commissioner, Scout-Guide, Gautam Budhh Nagar.

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

7.3 - Institutional Distinctiveness

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

Satyam College of Education aspires to be a leading Institution in the country offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present, so it is our duty to sensitize the young generation of the country about personal, social, local & global issues. We are ready

with our girl students as support engines-reviving the momentum to bring holistic concepts to classrooms. It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills. We at SCE use to celebrate National Days along with the Environment Day/Earth Day/ National Girl Child Day to make students aware of our surroundings. A sanitary vending machine has been installed in the college. The college inculcates value added courses like Computers,, Career Guidance, workshop on self-defense are provided to felicitate economic security and financial independence of women. And cooperation of Parents, Principal and faculties are included in this. The students are given scholarships also. Relentless efforts of the college in the direction of realization of its vision have fructified in the upsurge of its academic achievements..

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File