



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SWARGHEEYA SANJIBHAI RUPJIBHAI MEMORIAL
TRUST, SSR COLLEGE OF EDUCATION, SAILY-
SILVASSA**

SWARGHEEYA SANJIBHAI RUPJIBHAI MEMORIAL TRUST, SSR COLLEGE OF
EDUCATION, SAILY, SILVASSA, U.T. OF DADRA AND NAGAR HAVELI
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Swargheeya Sanjibhai Rupjibhai Memorial Trust (SSRMT) was established and registered vide Document No: 1155/03, Registration No. 106, at Page No.39, VOL – I of Book No. IV Dt: 17-07-2003. It was a great visionary thought of late Shri. Mohanbhai S. Delkar, the founder chairman to contribute to the society by providing opportunities for higher education to the students of this rural area. This thought lead to establishment of a self-financed charitable Trust “Swargheeya Sanjibhai Rupjibhai (SSR) Memorial Trust” in 2003. The trust ventured into the field of Education to undertake the great task of setting up a chain of Institutions in order to provide better quality education to the students of this tribal region of U.T. of Dadra & Nagar Haveli.

Dadra & Nagar Haveli is comparatively small developing area and a business hub, lacking quality educational institutions to cater to the urgent need of the local residents and industrial corridor. Shri Mohan S. Delkar realised the needs of many concerned parents of Dadra & Nagar Haveli about educational facilities and the need of the people to bridge the demand and supply mismatch for a higher Education Centre.

The SSR Memorial Trust realized the need to educate the youth in real sense and prepare them for the future challenges and make a bright career. The Trust established SSR College of Education (Affiliated to Savitribai Phule Pune University) in 2007 with the efficient, competent and highly qualified faculty members. The college offered B.Ed. course. Initially it was of one year course. Since 2015 the college is running two years B.Ed. course.

Vision

To develop Teachers who are capable of catering local and global needs in the field of education and all-round development of student-teachers to meet challenges of 21st century by pursuing continuous excellence at par of international standards holding local roots in arena of education and research.

Mission

To impart education of global standards by inculcating creative ability and innovation in the students of tribal area in order to achieve academic excellence while maintaining ethical teaching practices.

Objectives:

- 1. To provide quality and professional higher education in English medium in tribal area of U.T. of Dadra & Nagar Haveli and vicinity area.**
- 2. To prepare efficient, competent, committed teacher educators, administrators and researchers.**
- 3. To promote capabilities for inculcating national values and goals as mentioned in the Constitution of India.**
- 4. To promote social cohesion, international understanding and protection of human rights and**

rights of the child.

5. To use competencies and skills needed for becoming an effective teacher.
6. To be sensitive about emerging issues such as environment, population, gender equality, legal literacy, current educational trends etc.
7. To inculcate rational thinking, scientific temper and to develop critical awareness about the social realities.
8. To acquaint student trainees regarding the role of teacher in National Development.
9. To enable them to understand the procedures of Advanced Pedagogy and Evaluation procedures.
10. To make quest for excellence an inherent aspect for all curricular and co-curricular transactions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The one & only college of education in the Union Territory of Dadra & Nagar Haveli. The college is offering B.Ed. course (co-education in English medium).
- Proactive, supportive and visionary management.
- Best infrastructure and facilities are provided to the students.
- Lush green, eco-friendly campus with variety of flora and fauna.
- Rainwater Harvesting facility through Check Dam.
- Security system in the campus.
- Free Transportation Facility for students and staff.
- Well maintained library with journal subscriptions, book bank facility, INFLIBNET, DELNET facilities for e-resources are available.
- Spacious airy classrooms with A-1 type of wooden furniture.
- Excellent ICT facilities for the teaching-learning process.
- Upgradation of knowledge of faculty through seminars/conferences/ FDPs/workshop etc. and regular feedback from students.
- Excellent student support facilities like free ship policy of the management for all the students and Earn and Learn Scheme by the University.
- A democratically elected students council to represent student aspirations.
- Orientation for MH. -B.Ed. CET & ELCT and Guidance for the preparation of competitive exams such as TET/CTET/NET/SLET etc.
- Proactive alumni association.
- Systems of mentoring & counselling for personal and professional growth of the students.
- Career guidance, grooming and active placement cell.
- Inculcating moral values, ethics and social responsibility through daily assembly and various celebrations and outreach activities as an integral part of curriculum.
- Dedicated, competent and qualified faculty with 1:14 Teacher-student ratio. Retention of teaching staff since the beginning of the college.
- Functional MOUs with educational institutions & schools for internship sessions.
- Implementation of sustainable goals.
- Free pantry service providing tea and coffee for all the teaching and non-teaching staff members.
- Establishment of ECCE lab. For married students' children.
- Facilities such as:
 - RO and water cooler for all.

- **Separate sanitation facility for girls, boys, male and female staff as well as for office staff.**
- **Specious & airy classrooms, laboratories, girls' common room, boys' common room, library, auditorium, staff room etc.**
- **Hygienically well-maintained canteen.**
- **Adequate sports facilities such as well-maintained playgrounds, basketball court, open gym and separate sports complex for indoor games.**
- **Three Star Hostel facilities for girls and boys.**
- **Separate parking facility for the staff and students.**
- **Quarters for Principals.**
- **Saraswati Temple.**

Institutional Weakness

- **Time constraint for organizing several programs in the community.**
- **Delay in the admission process by the MH-CET cell, DHE, Pune.**
- **Permanent affiliation from Savitribai Phule Pune University, Pune.**
- **UGC recognition for 2(f) & 12 (b).**
- **Lack of national/international linkages.**
- **Research culture and paid consultancy needs to be developed.**
- **Registration of students for MOOC.**
- **Organising international conferences.**
- **Lack of Faculty and Student Exchange Programme with other institutions.**

Institutional Opportunity

- **To start ad-on courses & research centre.**
- **Scope for generating new interdisciplinary courses.**
- **Scope for the courses of MOOC.**
- **To obtain corporate funds for research and college development.**
- **Community engagement and adopting villages to meet the needs of the tribal society.**
- **Proposal to start B.Ed. & M.Ed. integrated course.**
- **Scope for the faculty and the student exchange linkages with the Universities & other colleges.**
- **Financial contribution of Alumni to the institution can be calibrated.**
- **Scope to become an autonomous institution and better management of the curriculum, admission and evaluation processes independently.**

Institutional Challenge

- **To avail grants from UGC, RUSA/ funded projects/seminars etc.**
- **The students from the weaker socio-economic and rural background.**
- **To achieve excellence by involving masses from socially and economically weaker sections.**
- **Strengthening the students for entrepreneurship development.**
- **Improvisation in pedagogical use of ICT enabled teaching –learning.**
- **Establishing collaborative programmes with institutions at National/International level.**
- **To motivate the faculty towards sustainable, purposeful and socio- oriented research by getting**

research grants.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Sanjibhai Rupjibhai Memorial Trust's, SSR College of Education, Silvassa, affiliated to Savitribai Phule Pune University, has been offering a two-year B.Ed. degree course since 2015. The college follows NCET guidelines and has a structured system for curriculum planning, reviewing the previous year's results and making important decisions regarding learning and teaching. The college conducts an induction program for first-year B.Ed. students, focusing on the effectiveness of curriculum transactions using appropriate instructional techniques. A Curriculum Development Committee is formed to review and implement strategies. Remedial classes are conducted for slow learners and advanced learners. The college uses a multilingual approach.

We are focusing on holistic development of students, focusing on physical, language, social, spiritual, and emotional aspects. We aimed to equip students with the necessary skills to become teachers for the 21st century. Activities include cultural values, gender equality, spiritual values, ethics for teachers, and teaching skills. Professional skills are also developed through lectures on intellectual property, women empowerment. The college also hosts field visits and lectures on entrepreneurship and challenges faced by entrepreneurs.

The college is located in the Union Territory of Dadra and Nagar Haveli, is a diverse educational institution that offers various subjects to help students understand the diverse educational systems in India. The college has signed MoU's with various schools, invited teachers to guest lectures, and sent students for practice teaching and internships in English and Marathi medium schools. The college also hosts a National Level conference on NEP-2020: Ensuring Universal Access to Education, providing students with valuable experiences and gaining insight into the diversity of Indian schools.

The college is also focusing on enhancing students' skills, knowledge, and attitudes to shape their personality and professional growth. We organize guest lectures on topics such as interpersonal skills, communication skills, personality grooming, employability, designing one's life, a traditional way of life, motivational talks, stress management, and spiritual talks etc. The college also organizes placement drive, campus interviews, and field visits, including compulsory industry visits for commerce and economics subjects.

Teaching-learning and Evaluation

It is exclusively dealing with teaching learning and evaluation which start with Student enrolment and profile it includes total students' admission, types of admitted students and teacher student ratio in last five year.

Further it focuses on honouring student diversity in which teaching learning activities where entry level assessment, accordance provisions for differential learning needs of student, are discussed.

Next step also dedicated with catering to differential student needs as per the provisions for their

support, help and guidance in which institutes provides various activities and programs for appropriate learning exposure accordance with learners need. Integration of ICT in teaching process by teachers and in learning by student, use of ICT resources for student teachers presented in this step.

Among competency and skill development student teachers training activities are focused. Different types of activities for enhancing teaching competencies like lesson planning, teaching sessions, evaluation process, use of technology, outreach activities, etc. things discussed.

Teacher's profile and quality with their qualification, experience and student teacher ratio with support of relevant sanctioned documents by authorities explain in this sub topic.

Provisions regarding internal assessment and evaluation process, academic calendar, monitoring system, mechanism for continual evaluation stated in this stage. Grievance and redressal provisions regarding evaluation and examination also discussed in this discussion.

Student performance and learning outcomes process aligned with PLOs & CLOs stated with the support of students' performance in form of final results and percentage of internal evaluation ratio discussed at this last stage.

Infrastructure and Learning Resources

The college provides adequate infrastructural facilities like multipurpose halls, 2 smart class room, 4 Classrooms, psychology lab, ET lab, social science lab, science lab, art and craft lab & Music, computer lab, Psychology Lab, Mathematics lab, Language Lab, Placement Room, Health care Day care Unit, Student Development Room, Moderation Room, four store room, Pantry, 6 washrooms, open gymnasium, IQAC room, separate girls' and boys' common room, big playground, sports complex,

The Institute has well equipped sport complex with basketball ground, cricket ground and volleyball ground. The institute has facilities for indoor games like table tennis, chess, Carom etc. and has Open Air Gymnasium equipment, Ramp for Divyang students. The College has Girls and Boys hostel for providing accommodation to women trainees as well as boys coming from distant places.

The college library is very rich with 6833 Books 155 Encyclopedias 120 Dictionaries, 72 CD Roms, 15 Journals 4 Newspapers, online 15 journals 12 newspaper, Online Database (DELNET & N-List), AC Reading Hall, Library Website, E- Library, Vriddhi Software OPAC, Inter college loan facilities, Book Bank Facilities etc. Reading room with Wi-Fi is provided.

We have other facilities like Drinking water (RO Plant), Parking facilities, Canteen, First Aid Facilities, the College ensures a green campus with "No plastic Zone" and "No Smoking Zone". "Tobacco free campus" Besides undergoing teaching internship programmes, the trainees participates in several co-curricular activities including community involvement programme etc. We have AC Auditorium for seminar, workshop, etc.

Other Facilities:

Free transportation for students & staff. The institute has 20 computers with high-speed internet connectivity with a lease line having bandwidth of 30mbps. The institute has CCTV camera (20) at

various places the institute has fire safety equipment for the emergency and it is renewal by the authorize agency by time to time.

The Institute has appropriate facilities suitable to achieve academic excellence. Well maintained infrastructure along with academic and support facilities are the strength of the institute. Proper maintenance of the facilities ensure fulfillment of the organizational objectives in more effective manner. The institute has established systems for maintenance and up keep to the Campus facilities.

Student Support and Progression

SSR College of Education believes in students' holistic development and their continual improvement. For the same it conducts number of activities for students support and progression, for students' capability building and skill enhancement, different sessions are planned like session on personality development, self-defence training, Motivational yoga, session on stress management etc. The college also provides excellent infrastructure; it maintains international standards in infrastructural facilities. For students' support, there is grievance cell and anti-ragging cell. These cells conduct awareness program for students. Regular committee meetings are also conducted to solve student's grievances.

An additional support is also provided to the students in the form of free-ship provided by SSR Memorial Trust's for all students. The facilities of training and placement are provided to the students for their future career development. Placement officer also arranges for placement drives. Student of SSR College of Education are placed in reputed schools of DNH. Along with that college conducts workshop and seminars which helps students and alumni for preparation of different competitive examinations.

SSR believes in student- led- college thus we practice the mechanism of student council. The student council is instrumental in ensuring smooth implementation of activities by mobilizing students to participate, plan and execute the various events.

The college not only provides support to our present students, but also to our alumni. The alumni association of college is under process of registration. Still, it is active and functional. The alumni of SSR C.Ed. conducts various sessions for our students, they guide them for different exams, competitions and placement. Our alumni are working at various prestigious designations.

Governance, Leadership and Management

The Institution has decentralized administration. The teaching subjects and committee works are distributed on the basis of their subject specialization for teaching staff. For providing practical experience about functioning of institutional work, students are also associated with different committees with teachers. Institution maintains transparency in its functions by periodic audits, for academic, admin and library related processes. For academic, library, teaching learning, infrastructure and sports related improvement, feedback mechanism is taken for improvement from various stake holders like students, internship schools, alumni, and parents. Major activities of the institution are organized under the guidance of IQAC Cell.

The functioning of the institutional authorities is effective and efficient and is visible from policies,

administrative setup, appointment and service rules, and procedures like publishing advertisement, invitation for interview, issuing joining letter etc. The institution policies are shared with the staff for its transparency and effective administration. Administration of the institution is done mostly through the e-governance. The periodic audit is carried out and accordingly reports are prepared for improvement. All the Statutory work like admission, examination various compliances from the university, government bodies related work is done with the help of technology.

Institution follows an effective implementation of welfare measures for teaching and non-teaching staff by providing PF to non-teaching and DL as well as financial assistance for FDP/seminar/conference. Institute has a Performance Appraisal System for teaching and non-teaching staff. Mobilization of funds and its optimum utilization is done by sharing teaching staff, playground, infrastructure.

Institutional Values and Best Practices

The college has framed Energy Conservation Policy. Installation of solar panel, LED lights and tips to follow for saving energy. Policy for waste management focuses on segregation of waste, E-waste handling etc. To avoid water wastage, water conservation policy is framed which covers initiatives to save water, water harvesting, bore wells etc. The college is always committed for cleanliness, sanitation, green cover and providing pollution free healthy environment in the lush green area, pedestrian friendly roads, plastic free campus, saving paper and green landscaping. Under community practices, events are organised on gender sensitization, health awareness, women and children's rights, cleanliness and menstrual hygiene, etc. The code of conduct is published for all the stakeholders.

Best Practices

1. Free ship is a form of scholarship provided by the institution to all the students who take admission in the B.Ed. course. Under this provision fee of the course is reduced than the approved fees fixed by the Fees fixation committee of U.T. of Dadra and Nagar Haveli. In order to motivate all students and to support tribal and rural students, the institution is providing free ship every year. It encourages the students towards higher education. The students have benefited from such institutional initiative in the form of free ship to develop professional skills for better employability and bright career.

2. The college has active placement cell since the beginning. It plays a role of bridge between students and employers. It tries to provide a platform to every student where they can get the better job opportunity. Placement Cell has tie up with different schools in and around Silvassa. Every year placement cell conduct campus interview at the end of academic year for the students of second year. Principal/ representatives of the schools in and around the territory come to college to take interview of the students. Tribal and rural students also find the opportunity for better employability and bright career. Ultimately many students are able to lead a better life with respect to social and economic aspects.

Research and Outreach Activities

Research is the back bone of Higher Education and one of our objectives is to develop research skills, promote research activities and publication of articles. In order to develop research attitude, every year we organize seminar/webinar. Recently we had one National Conference on NEP 2020: Access to higher

Education. The college is promoting research culture among faculty and grants them duty leave to attend national and international conferences. The faculties of our college are active in research. Our teachers have 35 research publications in both peer reviewed and UGC care listed Journals and 20 research papers presented and published in conference proceeding. The college regularly conducted various outreach activities in the neighbourhood community. The college organizes different programmes such as celebration of world aids day, World Environment Day, International Yoga Day, International Women Day, Blood donation camps, vaccinations, women empowerment, drug de-addiction programmes etc. Every year, our college organizes CET Orientation workshop. Students of our College of education received various awards and certificates in various extension activities from Govt and Govt. recognized bodies. The institution has several collaborations for faculty exchange programme, internship, field trip and PG Lecture series. We have 14 MOUs / Academic collaborations till date, many activities are conducted under MOU for student's development and Progress. College carries out various programs, which helps to practice national integration and social harmony. Institution has Linkage with many schools and colleges for conducting academic and educational activities, also jointly organizing events such as principal talks, events, guest sessions etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Swargheeya Sanjibhai Rupjibhai Memorial Trust, SSR College of Education, Saily-Silvassa
Address	Swargheeya Sanjibhai Rupjibhai Memorial Trust, SSR College of Education, Saily, Silvassa, U.T. of Dadra and Nagar Haveli
City	Saily Silvassa
State	Dadra And Nagar Haveli
Pin	396230
Website	www.ssreducollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Meena Prakash Kute	0260-9226484317	9081160004	0260-2681113	ssredunaac@gmail.com
IQAC / CIQA coordinator	Sarika Mohanbhai Patel	0260-9081160004	9824549814	0260-2681113	sarikapatel7281@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	96	We have received New restoration and continuation order from NCTE on twelfth July Twenty Twenty Three and we have submitted the same on NAAC portal through reporting an issue as well in criterion

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Swargheeya Sanjibhai Rupjibhai Memorial Trust, SSR College of Education, Saily, Silvassa, U.T. of Dadra and Nagar Haveli	Rural	4.73	2855.8

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				6			
Recruited	0	1	0	1	0	0	0	0	2	4	0	6
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				6			
Recruited	0	1	0	1	0	0	0	0	2	4	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	4	4	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	8	6	0	14
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	5		3		8

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2	10	0	0	12
	Female	11	27	0	0	38
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	1	1	0	3
	Others	0	0	0	0
ST	Male	4	3	4	1
	Female	8	9	4	10
	Others	0	0	0	0
OBC	Male	0	1	1	1
	Female	4	2	4	4
	Others	0	0	0	0
General	Male	3	4	1	5
	Female	29	30	32	26
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		50	50	46	50

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>One of objectives of our B.Ed. programme is to use competencies and skills, needed for becoming an effective teacher in normal set up and in an inclusive set up. To develop an understanding of the interdisciplinary perspectives in education, we use to orient our students for the different courses that college offers as the elective course (BED 204) as prescribed in syllabus. The courses like Guidance and Counseling, Education for Human Rights and Peace Education, Women Education, Life Long Education, Population Education and Family Life Education, Education for Sustainable Development and Environment Education, Disaster Management, Inclusive Education, Introduction to Educational</p>
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	<p>Research, Water, Air and Energy Education etc. have provided an interdisciplinary approach to teaching learning process. And specialized courses –optional courses Marathi, Geography, Hindi, General Science, English, Mathematics, Sanskrit, Economics, Urdu, ICT, History, from these subjects’ students have to choose any two methods. Recognizing the future paradigm shift of higher education towards a multidisciplinary approach as mentioned in new Education policy, our college has prepared the foresight view policy, when NEP 2020 will be implemented through B.Ed. program. College conducts the orientation program for these courses at entry level and executes the same with proper certification. Multidisciplinary approach is carried out through the teaching –learning process as well as curricular and co-curricular activities. Various guest lectures on various topics are organized. To enhance students’ skills with the existing curriculum such programmes are organized for eg. Field visit to industry, Nakshtra van for observing medicinal plants and environmental education etc. These are some important activities organized by the institution. Various experts are invited for talks on various days celebration eg. Yoga day, international women’s day, environment day, water day, women’s safety, human rights, constitution day, etc. Various workshops are organized eg. Art and craft, cultural exchange workshop (Music and dance), Chocolate making, Judo karate, ICT skill enhancement workshop etc. National conference is organized on NEP 2020. 75 TH AZADI KA AMRUT MAHOTSAV’ celebration by writing biographies on various Indian patriots and hand written book was released on 15 Aug. 2022. In college NEWSLETTER three different languages are used which shows interdisciplinary approach.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Savitribai Phule Pune University, Pune was the first to implement the suggestions as per NEP 2020, to register all the students on ABC portal of UGC. Our University had given the instructions with proper guidelines to register the individual students who are admitted in the dept. or affiliated colleges of SPPU, Pune. So online registration of every student, since 2021, on ABC portal is done. We oriented the students regarding creation of ABC account on Digital locker of UGC, from their own account. The registered students list with their registered ID</p>

	<p>numbers, was uploaded on SPPU's university's digital portal. As per NEP 2020, guidelines all the credits which are acquired by students at senior college level will be deposited in their personal ABC account by the concern universities in their digital lockers. The acquired credits of the students will be submitted on digital locker of UGC.</p>
<p>3. Skill development:</p>	<p>Our college is Teacher Education college. Being a teacher education college, it is professional college. One of the objectives of our B.Ed. programme is to use 'competencies and skills needed for becoming an effective teacher in a normal set up as well as in an inclusive set up. As well as in NEP 2020, the focus is given on skill education for skill development, with this objective to make future teachers as a skilled teacher, we always work rigorously and have various platforms through which we develop their skills, which they require for future generation. Several life skill programmes are offered for improving their soft skills which are aligned with National skills Qualification Framework. There is placement cell which is very active. SWOC analysis is done. Various workshops are organized, expert lectures are arranged to focus on various skills. Practical experiences are given to the students. Their weaknesses are identified through oral/written testing. And then Remedial programmes are organized through student development programmes. Their weaknesses areas are overcome through expert session/remedial programme. Various outreach programmes are arranged which helps them for their personality development. Communication skill is also developed through workshop and sessions of experts. Various curricular and co-curricular activities based on confidence building, presentation skills, communication skill, creative thinking, Decision making, classroom management, life skills etc. are provided to students for their skill development.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Swargeeya Sanjibhai Rupajibhai Memorial Trust's SSR college of education is in Saily, Silvassa which is situated in DNH & DD of UT. The location is near Maharashtra and Gujarat State. As it is rural and adivasi area we find the citizens of DNH have different dialect as mother tongue. Every effort is made to put up linguistic differences and to promote linguistic diversity in college Every day college starts with assembly which reflects various days</p>

	<p>celebrations. The celebration of Marathi din, Hindi Diwas /Pakhwada are organized to strengthen the value of Indian knowledge system. Along with these we celebrate to observance of festivals across the country, to creat awareness regarding our cultural diversity. Celebrations of Eid, Diwali, Christmas, chat puja, Adivasi Day, Makar sancranti, lahari, and navaratri etc. in our college. Through many co-curricular activities, we try to enhance students' knowledge of Indian culture and languages. During pandemic all these activities were conducted through online mode later on many events are conducted offline mode to give the students practical knowledge (firsthand experience), Exhibitions, various competitions are also conducted. Value based programmes are organized. Yoga, meditation, sports etc. are also organized regularly for holistic development of the students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>SSR College of Education has aligned the B.Ed. curriculum to specific outcomes. These course specific outcomes are discussed and communicated through the curriculum planning meetings. These course outcomes are incorporated in the Teaching Learning Process with clearly stated Programme Outcomes, and Course Outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that students contribute proactively to economic, environmental and social well-being of the nation. The Course Outcomes (COs) are also aligned to the Program Outcomes (PO). The course curriculum is implemented as per the regulations of Regulatory Bodies, University and SOP of the Organization itself with due consideration to economic and social needs at large so as to apply the spirit of NEP-2020.</p>
<p>6. Distance education/online education:</p>	<p>Our college is providing B.Ed. in regular mode only, but due to Covid -19 pandemic, we have involved in using the digital platforms for engaging classes, conducting, seminars, State & National webinars, conferences, guest sessions, activities, online exams and meetings. Eg. Guest lecture by Mr.Pravin Kale on Inclusive education was conducted online by</p>

	<p>using Google meet. National webinar was conducted by Our Principal Dr.Meena Kute on ‘Intellectual property right’ on Google meet. B.Ed. CET orientation was conducted online. We have conducted Teaching-Learning in Blended Mode. . For Teaching Learning, we have incorporated google classrooms, PPTs, webs tools for quizzes, online video conferencing platforms, online libraries among others. The institute has adopted blended learning seamlessly into its functioning by making available relevant educational resources online for students’ reference.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes – The college has Electoral Literacy Club (ELC) as follows. 1. Principal, Dr. Meena Prakash Kute – Chairman 2. Asst. Prof., Dr. Sarika M. Patel – IQAC Coordinator 3. Asst. Prof., Mr. Bhagirath Pande – Cultural In-charge 4. Librarian, Mrs. Snehal Mahajan – Student Development Officer 5. Student representative, Mr. Mullukalayil Prithis George – General Secretary 6. Student representative, Miss Reena Tokare – Secretary The ELC tries to identify relevant and viable program to create awareness regarding ELC among all stake holders.</p>
<p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>ELC is functional. ELC works to cater for local as well as national needs. Various programs are organized. Guest lectures of renowned lawyers are organized to create awareness. The students do survey of voters and check that all family members have voter id. The in-charge faculty monitors the activities.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC focuses on conducting outreach activities for creating awareness regarding the human rights of vote, to sensitize the trainees and foster changes in the community. Capacity building outreach programs for the student trainees are organized under the elective courses 204-Women Education, Life ling Education, Population Education & Family life Education for the second-year students as per the curriculum. On 26th November Constitution Day is celebrated. The preamble of our Indian Constitution is read and oath of implementing the right of vote is</p>

	taken by all staff and students.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	In daily assembly, democratic value based moral stories, incidents, quotes, news are focused by students. Wall posters are displayed which are created by students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	All students have their voter id as the eligibility to take admission in B.Ed. Program is graduation. So, almost all the students are voters and aware regarding their right of vote for Gram Panchayat Election as well as election held by the government.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
95	96	99	98	91
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	25	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	50	49	48	42
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	49	45	48	41
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	46	50	50	49
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	7

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

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.7	6.8	9.1	4.1	9.3

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

3.2

Number of Computers in the institution for academic purposes..

Response: 33

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The Swargheeya Sanjibhai Rupjibhai Memorial Trust's, SSR College of Education, Silvassa is affiliated to Savitribai Phule Pune University since 2007. As per NCET guidelines the university made the B.Ed. degree course of two years. The necessary physical facilities and human resources are available in the college to implement the course. There is a structured system to plan the curriculum in a systematic manner. Some policy decisions are taken at the beginning of each academic year. The previous year is reviewed and result analyzed. Important decisions regarding learning and teaching are taken through it. There is scope for internal quality improvement.

Curriculum Planning

For proper execution of curriculum, we need proper planning of curriculum. First thing we do is review of last academic year. For that we conduct meeting in a democratic environment. We discuss on every aspect of curriculum, like teaching, learning, evaluation, co-curricular activities. Roles and responsibilities of every committee is discussed. These committees are very helpful for execution of curriculum.

Curriculum Transaction

An induction programme is conducted every year for First Year B.Ed. students. Imparting guidelines regarding curriculum of B.Ed. course is delivered to them. Purpose behind this is to explain the structure of whole curriculum along with aims and objectives. The focus of every faculty is on the effectiveness of curriculum transaction. For this we use the appropriate instructional techniques. Learners participate actively in the group activity. They perform a variety of learning activities collaboratively and improve their understanding of a subject. Group-learning techniques are Tutorial, Seminar, Group Discussion, Group Project, etc.

Midcourse Corrections

We have formulated Curriculum Development Committee. Meetings has been called in midterm to take review and implement strategy. We have developed a Checklist consisting of four steps. Reports presented by faculties analyzed and then we make planning of remedial teaching. Action taken report is also prepared. We suggested some corrections in curriculum to affiliating university.

Remedial Teaching

At the entry level, the student's feedback is taken. Remedial classes are conducted by each faculty for the slow learners and advance learner's students. Separate planning is done for this. The space for remedial classes is given in timetable.

Adoption of Curriculum in local context

The college has organized field visits in industry. We have visited Navneet Industry and Man Foods industry. At present there are 2991 registered units in the territory. We want to give students experience of workplaces. The Silvassa is called as 'City of Gardens'. The field visit has been organized by department of science to the Nakshatravan Garden. Student visit botanical garden and explore knowledge about various medicinal plants.

A variety of languages are spoken in Dadra and Nagar Haveli, although Marathi, Gujrati and Hindi are the most common. Marathi Bhasha Divas is celebrated in college. The teachers use English, Hindi and Marathi languages in class. Multilingual approach adopted by the teachers. Our Principal is member of Curriculum Development Committees of various universities like SNDT Women's University, Mumbai, YCMOU, Nashik, University of Mumbai and Sathaye College (Autonomous).

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

1.1.2

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

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

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**

4. Employers

5. Experts

6. Students

7. Alumni

Response: B. Any 4 of the above

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

1.1.3

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

1. Website of the Institution

2. Prospectus

3. Student induction programme

4. Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 31.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	20	20	20	15

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	60

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

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

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

File Description	Document
Data as per Data Template	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 0****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

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

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

We SSR College of Education focuses on all round development of students. Students intellectual development is not enough, but physical, language, social, spiritual and emotional development is also very important. We aimed that our students should be equipped with all skills which are necessary for teacher. We want to prepare teachers for 21st century which would be smart, hardworking, enthusiastic and lifelong learner. For this we are organizing various activities.

Values: - values are developed along with knowledge.

Cultural values - To develop cultural values, we organized Navratri -Garba Dance for students and all staff. Christmas celebration is celebrated with enthusiasm. Traditional day is celebrated to acquaint students with our culture. Exchange of culture is also celebrated in which we organized classical dance and singing workshop. The cultural programme 'Vision' is celebrated in Campus.

Gender Equality: - For gender equality we organizing 'International Women's Day' celebration every year. On that day we pay tribute to women in society. Programme is being organized by boys. We organized guest lecture on 'Role of women in changing society' by Geetaben and Surekhaben. Women should know their rights. To make aware about women's rights we organized guest lectures on 'women's Rights' by Adv. Padmaja Deshpande and Ad. Urvashi Parmar. After lecture we had given scope for open discussion also.

Spiritual values- We also focus on spiritual values. We organized guest lectures on 'Pursuit of inner self excellence' by Mr. Mohandas Hegade, 'Designing Your Life' by Shri. Limesh Parekh and 'Spiritual talk -peace of mind & body'.

Ethics for Teachers: - Ethics and values are very important for teachers. We organized various activities to inculcate values and ethics among student teachers. We organized guest lecture on 'Ethics and value for teachers' given by Dr. Intekhab alam.

Skills: - we are always trying that student teachers should be skillful.

Teaching Skills:- B.Ed. college is considered as Teacher training college. In the first year B.Ed. course no. 108 Teaching Competency I. It is for Micro-Teaching. After completing micro teaching students have complete Integration and simulation lessons.

In course no .110 we have Practice Lessons and Internship.

In second year of B.Ed. we have course no. 206 and 207. Course no. 206 is for Practice Teaching and Course no. 207 is for Internship. In the year B.Ed. course students get training on teaching competencies. They also get experience of teaching during internship.

Communication Skill- To develop language skills, we organized lecture on 'Communication skill' by

Dr. Dattatreya Tapkeer. To develop the communication skill, we organized various activities like, Resume building and interview etiquettes, Skit play.

Dance and Music:- We organized series of lectures named 'Cultural Exchange' under the Board of student welfare. In the lecture series we organized workshop on 'Classical Dance' by Krutika Palsetia and workshop on 'Classical singing' by Mrs. Rekha Sharma.

Social Skills:- Teacher should have Social skills. They are responsible to make good society. They are also responsible for social change. There should be harmony in relationship. For this we organized guest lecture on 'Harmony in relationship -society and family- guest lecture' by Mrs. Ketki Kothari.

Professional Skills: - one of the principles of curriculum is that 'Curriculum should be life oriented'. We knew that professional skill is necessary to get job. For this we organized lecture on 'Intellectual property right strategic significance for academia & Industry' given by Mr. Padminbuch. Lecture on 'Women Empowerment' given by 'Mrs. Sangeeta Misrtri'. Work place and institution should be connected. Field visit had been organized by Department of Economics. Students visited Navneet Industries.

There are so many challenges before entrepreneur. We organized lecture on 'Entrepreneurial talk on Entrepreneurship -charm & challenges' by Aslam Charania.

ICT Skills: - Teachers in 21st century requires ICT skills. Everything revolves around ICT. In Teaching, Learning and Evaluation we need ICT skills. We organized guest lecture on 'Technology based teaching' by Mr. Sohil Sarkhaji.

Personality Development: - The personality of the teacher affects the student. The personality of the teacher should dynamic. We organized guest lecture on 'Personality grooming & employability' by Mr. Limesh Parekh. We also organized various lectures like lecture on 'Interpersonal Skills' by Dr. Pankaj Sharma, 'Motivational and Scientific Yoga' by Sadhvi Devaditiji, 'Herbal way of life' by Dr. Minoo Parabia, 'Qualities of teacher' by Dr. Rajendra Rohit, 'Stress Management' by Vijay Vyas, 'Personality Trait' by Dr. Vinu Agrawal. There were workshops organized on Dance and Music for students. Self-defense training has been organized by college. Women's safety is major concern in our society today. The session on 'karate training' is organized by college. One of our student Jyoti Singh trained girls' students to defend while someone attacks. In the syllabus of B.Ed. course no. 209 and B.Ed. course no. 212 we have soft skills. Like personality traits and Interpersonal skills. The concerned teachers oriented the students and the students have to perform activity. In the course no .112 Health and Yoga we have some yoga practice.

Attitudes: - There are three main components of an attitude, and they are cognitive, affective, and intentional.

The cognitive aspect of an attitude refers to what beliefs a student has about a person or object. for This we had conducted guest lecture on 'Role of women in changing society' by Geetaben and Surekhaben. That helps students to understand the role of women in family or in society.

Affective component relates to the feelings of student has towards a person or object. For this we had celebrated birth anniversary of great personalities savitribai phule, King Shivaji Maharaj, Swami Vivekananda and APJ Abdul Kalam.

Lastly, the intentional component addresses the intentions a person has towards a person or object. for this we organized debate competition, seminar activity in the course code 102. In the course no. 208 of second year we have Reading and reflection on text. For the student’s mental health, we organized guest lectures on ‘Motivational and Scientific Yoga’ by Sadhvi Devaditiji and ‘Herbal way of life’ by Dr. Mino Parabia

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

1.3.2

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

Response:

SSR College of Education, Silvassa is situated in Union Territory ‘Dadra and Nagar Haveli. The region is surrounded by Gujrat and Maharashtra. The schools in the territory are affiliated to Gujrat State Board, Maharashtra state Board and CBSE board. Our teacher educators are very much aware of curriculum of these boards. We are conducting induction programme for students and orient students about curriculum of various boards. There are Gujrati medium, Marathi medium, English medium and Hindi medium schools running in the region. Our students are also coming from various backgrounds. Their culture, language and social background is different. The Dadra and Nagar Haveli is known as Industrial hub. Peoples are migrated from all over India for job and business purpose. We observe diversity in the culture of the region. Curriculum of B.Ed. also help student to adopt themselves in the diversity of school system in India. We are having subjects like Childhood and Growing up, Contemporary Indian Education, Gender and Society, School and Inclusive school, Knowledge and curriculum, Language across curriculum, etc. to make aware of diversity in schools in India.

We have signed MoU's from various schools. We are inviting the teachers from partner schools for guest lecture. Our teachers are also invited by them as a judge in various competitions and guest lecture. We are sending students for practice teaching and Internship to English and Marathi medium schools. We used to send student to Government schools and Private schools. By this student are getting exposure of both schools. Some schools are situated in rural area and some schools are in urban area. Students belonging to Gujrat state go to the schools which are situated in Gujrat. We are celebrating various cultural programmes, like Marathi Bhasha diwas, Christmas celebration, Garba celebration, Basant Panchami, Traditional day celebration and Diwali Celebration. Responsibility is given to students

to organize such activities. The students conduct various co-curricular and extracurricular activities during internship. We have organized National Level conference on NEP-2020: Ensuring Universal Access to Education. Students get the great experience in this event. This also helps students to understand the diversity in school system in India.

In the subject School and Inclusive school (203) there is one practical named Visit to an inclusive school and preparation of report. Students are expected to visit an inclusive school and observe the infrastructural facilities and teaching, learning and evaluation process which is suitable for disabled students. In the practical of subject Knowledge and Curriculum, Language Across Curriculum (202), students have to write report on comparative study of the curriculum of two different boards. Students have to develop lesson plans for diverse need students. This is also helping students to get familiar with diversity of students needs. Practice teaching is also helpful for students to understand the diversity of schools in India. After completing internship students are asked to share their experiences. Apart from this, teacher from various schools are invited in college to share their valuable experiences to our students. We have organized Alumni meet.

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

1.3.3

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

Response:

We the SSR College of Education Silvassa, giving exposure to our students to enhance their skill, Knowledge and Attitude. We are focusing on student's overall development. To shape their personality. In the age of competition students should focus on their professional development. We organize guest lectures on various topics related to professional growth of students.

We had organized guest lecture on 'Interpersonal Skills' by Dr. Pankaj Sharma. To get job one need to present herself/ himself confidently. For this we have organized guest lecture on 'Resume Building and Interview etiquettes' given by BK Neha. Communication skill is required for teachers. Teacher has to communicate with students, parents, colleagues and employer. Guest lecture has organized on 'Communication Skill' by Dr. Dattatreya Tapkeer. Persons working in educational sector should also know Intellectual property rights that's why we had organized Guest lectures on 'Intellectual

property right strategic significance for academia & Industry’ by Mr. Padminbuch and online webinar on ‘Intellectual Property rights’ by Dr. Meena Kute.

Along with professionalism teachers’ personality dose matter. College has organized guest lecture on ‘Personality grooming & employability’ given by Mr. Limesh Parekh. In the course no. 209, we have topics like Self-concept and self-esteem, Life skills, Personality, knowing oneself, Writing one’s resume, bio-data and CV. etc.

Teachers of 21st century should be smart, energetic and equipped with all necessary skills. As a teacher training institute its our responsibility to make this kind of teachers. We organized so many activities to inculcate professionalism in future teachers. We organized guest lectures on ‘Ethics and value for teachers’ by Dr. Intekhabalam. ‘Pursuit of inner self excellence’ by Mr. Mohandas Hegade, and ‘Qualities of teacher’ by Dr. Rajendra Rohit. Teacher should have knowledge of ICT. To develop ICT skill in teacher we organized guest lecture on ‘Technology based teaching’ by Mr. Sarkhaji. We organized skill enhancement workshops on Video editing, Preparation of Google form, E- Resources. We have subject Critical Understanding of ICT (111: A) for first year B.Ed. in this course students have to create blog, PPT, Rubrics and Evaluation tool.

In the Course no. 212, we have conducted various activities. The focus is on Entrepreneurship Development. We organized lecture on ‘Entrepreneurial talk on Entrepreneurship -charm & challenges’ by Aslam Charania. We also organized workshops on ‘Chocolate making’ and ‘Lipen work’ for hands on experiences. Under the cultural exchange programme we organized wokshops on ‘Classical Dance’ and ‘Classical Singing’.

Along with all these skills mental health is also important for balanced development. We organized guest lectures on ‘Designing your Life’ by Mr. Limesh Parekh, ‘Harbal way of life’ by Dr. Mino Parabia, ‘Motivational Talk’ by Mr. Partha Pal, ‘Stress Management’ by Dr. Vijay Vyas, and ‘Spiritual talk-peace of mind and body’ by Mr. Kanubhai Patel.

We are organizing Placement drive every year. Through the campus interview so many students got job. We organized field visits every year. Industry visit is compulsory for commerce and economics subject students. We have visited Navneet Industries and Man food industries.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 98

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

2.1.2

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

Response: 67.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	16	13	19

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

2.1.3

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

Response: 0

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

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

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

SSR college of Education established by SSR Memorial Trust in 2006-2007. Ex. Member of the Parliament Late Mr. Mohan S. Delkar started the institute for providing higher educational facilities for

the tribal pupils of U.T. of Dadra and Nagar Haveli. This area is well known as remote and tribal area in India. Although the area is fully rich by natural resources and natural beauty, but also defamed as a backward in educational field. In recent years, due to industrial development and after the establishment of SSR Campus there are somehow, educational awareness comes among the peoples of this region. Due to ample industrialization pupils from different states of all over India along with tribal natives' pupils of Dadra and Nagar Haveli are benefited by the opportunity of higher educational facilities available through SSR Campus and SSR College of Education.

As SSR colleges approved by UGC, AICTE & NCTE & affiliated to Savitribai Phule Pune University, Pune, and also follow the rules and regulations of Maharashtra as well as DNH Govt. Admission process is conducted through DHE, Pune through CAP and with CET exam. Eligibility criteria for admission is minimum 55% marks in graduation and appeared for CET & ELCT Exam. Due to these eligibility criteria institute able to decide the learning levels of the admitted student at their entry level. Apart from this college also conduct entry level test through test paper as well as personal interviews of admitted student. In this way after assessing students learning levels at the time of admissions, categorize/classifies informally in three categories i.e. Slow learners, Average/General learners & Advance learners. It is easy to implement the various programs for the improvement of each category with some specific tasks and objectives. as per the classification of student in different levels informally, we first focus on slow learners and try to understand their difficulties through diagnostic testing. As we come to know their areas of difficulties in education, we try to reduce these problems smoothly through remedial teaching and other relevant programs. Extra classes, assignments, proper revision, small confidence building educational activities, special examination preparation guidance for paper writing and time management were planned and organizes time to time. Mentor mentee system, study buddy system, group discussion sessions, parents' meetings also arranged regularly for building confidence amongst the slow learners.

For general and average student daily classes as per the routine, practical, projects, field visits, activities related to teaching and learning, personality development programs, mentor –Mentee system conducted regularly in institute. Apart from these various cultural activities, educational seminars, Days celebrations are organized in institute continuously for enhancing student competencies and skills.

The exposure of challenging educational programs such as Seminar, Webinar, Conferences, and other educational activities organized for the advance learners. Competitions like, talent hunt, teaching competitions, GK quiz also arrange for the intellectual development of these advance learners. These learners also provide opportunity for participating in educational events, programs outside the college and motivate them to perform at State and National level.

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

2.2.2

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

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

Response: B. Any 4 of the above

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

2.2.3

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

Response: No Special effort put forth in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 13.57

2.2.4.1 Number of mentors in the Institution

Response: 7

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

With regular teaching methods SSR college of Education also includes the different modes of transactions for the real and firsthand experience for the student teachers. The main function of teaching is to make learning effective and meaningful. Learning process get completed as result of teaching. So, teaching and learning are closely related to each other. In order to motivate the students beyond the scope of theoretical knowledge various student centric methods like Experimental learning, problem solving participative learning in the form of group discussion, group work, workshops, activities session and also seminar, conferences, field trips, internship etc. Through these various types of methods and approaches teacher always tries to make students active and involve in their learning process and give them exposure of new student centric teaching learning techniques for an effective teaching and learning. Practical's of all other courses are also based on the student's active engagement in learning process in which they have to visits various schools, taking interview of educational stakeholders, observing student's behavior in different situations also gives them direct and first hand experiences and participatory role in their learning process for effective teaching in future too. In this way college provides facilities for experiential, participatory student centric methods. Field visit is one of the very effective methods used by teachers of Economics, Science, History method masters regularly for various sub-topics. By using field visit method experiential learning exposure is given to future teachers. Not only related to content knowledge but also student learn about arrangements, planning, communication and other responsibilities regarding organization of field visits. With above actual teaching methods there are n number of methods and approaches we utilize for participative and experiential learning teacher education program. We organize various teaching sessions from Micro teaching, Integration, Simulation,

Team, Technology and Model based teaching, Practice teaching, Block teaching at various stages of teachers training in institutes where future teachers actively participate and enhance their firsthand experience in learning new skills of teaching. In these students are involved in sessions, they acquire the various skills and competencies related to teaching, class management, observation, lesson, unit, annual planning and time management etc. There is also provision and opportunity for conducting activities and observing other teachers teaching lessons for more enrichment of decided objectives in teacher education program. Apart from these things there are various practical's and projects in various subjects for which students have to work with each other, in groups, under the guidance of experienced teachers and teacher educators where they have proper space for enhancing their learning experiences. Buddy system, Peer group, blended learning, group discussion.

Co-curricular and extracurricular activities such as celebrations of various festivals, Birth anniversaries of great educationist, social reformers, and freedom fighters as well as day celebrations, annual functions, sports activities are regularly conducted for all round development of student teachers and their participative activeness in learning enhancing experiences.

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

2.3.2

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

Response: 58.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	5	3	3

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 50.53

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

Response: 48

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

As per our Vision and Mission, to develop Teachers who are capable of catering to local and global needs in the field of education, College had made a policy for a Mentor-Mentee system through which, to provide support and assurance to students who are in the role of mentee. At the beginning of the academic year, as first-year admission is completed, the allocation of mentees to Mentors for the academic year is allotted. The mentor interacts with the allocated mentee personally and tries to understand their academic, and educational needs as well as their strength and weaknesses. Mentor also categorizes mentees into various criteria as advance learners, slow learners, special students, gifted learners, etc. further throughout the academic year Mentor plays the role of guide, philosopher, and supporter for allotted mentees. Mentees are allowed to feel free for sharing their academic, and personal issues with their mentor and discuss the situation. The mentor tries to resolve the issues if the problems are under his/her control or in jurisdictions otherwise consult the higher authorities to discuss and sort out the issue. The decision is to be taken unanimously regarding resolving the problem. In this way throughout the course and for all groups of mentor-mentee same policy is applied effectively and provided proper support to mentee as per the solutions of their academic, and educational needs as well as their personal requirements too. It is really helping to understand our mentee (student trainee) properly. It is been a great benefit to our trainees. Until the completion of the course, mentors take regular follow up of their mentees and the report is submitted to the principal at the end of the course.

As per the policy made for the Mentor-Mentee system, mentees are allotted to mentors equally at the beginning of the academic year. By time of course, mentors try to identify by formal and informal interaction, observations in various situations about advanced learners, slow learners, their problems, their strength, and weaknesses. Apart from this, some mentees approach to mentors regarding their problems and difficulties, then mentors try to resolve it if the issues are at their level. Mentors with the help of discussion, interaction, guidance, and minor actions, talk with parents to resolve the issues. If the problems are severe mentor consults to the higher authorities and sorts them out after discussion. Till the completion of the course, mentors take follow up of their allotted mentees and at the end of the course submit the report to the Principal. In this way, the procedure is followed for the Mentor-Mentee system.

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

2.3.6

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

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

Response: B. Any 4 of the above

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

2.3.7

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

Response:

At SSR College of Education, the teaching-learning process is student-centric. The teaching and learning process is designed to nurture students' creativity, innovations, intellectual and thinking skills, empathy, and life skills as we strongly believe that education is a change in behavior. Being a Teacher-Education college, Teaching-Learning is given core importance. The process includes strong planning and effective execution. The planning part of teaching-learning starts with the preparation of an annual plan where the planning of pedagogy is done for each topic. The pedagogies are planned to develop student's creativity, innovativeness, and intellectual skills.

The Teaching-Learning process of the institution encourages broader thinking abilities among students. These activities in the college propel students towards convergent/divergent thinking, analytical thinking, and the skills of recognizing perspectives, investigating, communicating, and taking action.

For creativity & innovativeness: In Perspectives of Education: Cre

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For creativity & innovativeness: In Perspectives of Education: Creativity and Innovativeness are encouraged during the teaching-learning process. Various subjects in prospective in education such as Learning and Teaching, Advanced Pedagogy and Application of ICT, and Quality Management of School Education.

In Practicing for Constructivist Teaching: students are trained and observed through Technology-Based Teaching, Team Teaching and in the Internship program. In Enhancing Professional Capacities: Critical Understanding of ICT – Practical.

For Intellectual & thinking: In theory classes: The intellectual and thinking skills are propelled through in-class and out-class discussions, presentations, seminars and workshops.

In practicum: Teacher education courses in practicum part explores all the intellectual capabilities including critical thinking, creativity, discursive skills, innovativeness and empathy. In Internship: Internship leads to wider and better experience in school engagement. It enables students to see the theoretical knowledge under practical lens. Participation in workshops/seminars/conferences: The college organizes various workshops/seminars to foster intellectual skills in student teachers. For Empathy & life skills: The institution has following course content and activities to develop empathy and life skills: Community engagement activities in the internship program developing community concern among own students and the learners in the schools.

Conducting cleanliness drives in the campus. Conducting different activity of community concern in the

institution. Program on stress management and communication skills. Besides above, teachers develop empathy and life skill through, Childhood and growing up, understanding various disciplines, Knowledge and curriculum and language across the curriculum, School and Inclusive School, Guidance and Counseling have been attempted by teachers. Various curricular, co- curricular and extra-curricular activities are conducted throughout the year. Social Service activities are conducted to develop working with community. Open Course is trained amongst the students to develop empathy and life skills.

The IQAC of the institution has produced formats for course planning and analysis that enable the faculty to conduct classes and activities in terms of looking at from the perspective of knowledge, skill and attitude component. The course plan enable teachers of the institution to keep in mind the desired intellectual and thinking skills that need to be developed in student teachers.

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and thinking skills that need to be developed in student teachers.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: B. Any 6 or 7 of the above

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

2.4.2

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

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

Response: C. Any 4 or 5 of the above

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

2.4.3

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

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**

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

Response: B. Any 3 of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**

4. Identifying and selecting/ developing online learning resources

5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: B. Any 4 of the above

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

2.4.6

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

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

Response: B. Any 4 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

SSR College of Education prepare to implement systematic Internship program according to norms of NCTE and B.Ed. Course 207 syllabus of Savitribai Phule Pune University, Pune. It is discuss in faculty meeting about the planning of Internship. Further we approach to Schools through department of Education and get their permission for the practice teaching and internship program. As per the school strength and availability of classes we allot student trainees in various schools. Orientation for practice teaching and Internship activities organize in college for Student trainees. Student trainees approach to school for their scheduled and time table. Observation scheduled for teacher educator prepared and allotted among the Professors.

It is expected that student teachers are exposed to a variety of approaches for teaching, observation of children in multiple socio-cultural environment and involve themselves in reflective thinking. It is also expected that student teachers engage themselves in CCE through planning of formative and summative evaluation. Objectives of the Internship are to enable the student teacher, to develop lesson plans and conduct lessons, to develop a plan of evaluation for the unit taught, to know the various types of records are prepared and maintained in the school, to organize co-curricular and extracurricular activities in the school, to observe, give feedback and reflect on the lessons given by peers, to get a feel of total experience of teaching in the school.

In the Internship the student teacher will complete the following activities:

(a) Lessons (6 lessons): The student teacher will select one unit from the school subject in consultation with the school teacher and faculty. She/he will prepare the lesson plan for that unit..

(b) Plan of evaluation : The student teacher will prepare a Unit Plan providing formative (for each lesson plan) and summative evaluation (unit test after completion of the unit) for both the above selected units. S/he will develop and conduct a unit test.

(c) Study of the records maintained by the school: This activity is to enable the student teacher to understand the administrative aspects of school life. It will help him/her to realize the need of maintaining the records and their importance in the smooth functioning of the school.

(d) Organization of co curricular/extracurricular activities: To enhance the organizational and managerial skills the student teacher will participate in the organization of the co-curricular and extracurricular activities arranged regularly during the internship period in the school.

(e) Observation of peers: Peer learning is an important and integral part of learning process of an individual. In this activity the student teacher shall observe, reflect and give feedback to her/his peers on the lessons conducted. (6 lessons) Marks calculated out of 25 are to be given for observations notebook.

(f) Other School Activities/ Program: To get a feel of the working of the school, S/he shall write a report and enlist the process outcomes of the same. Information regarding Parent teacher association, Professional organization of teachers,

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

2.4.9

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

Response: 2.05

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

Response: 22

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

As the college is Approved by NCTE & affiliated with SPPU, Pune the B. Ed program is conducted according to the rules and regulations of both Higher institutions' guidelines. There is a provision for a dual internship program for B.Ed. course at in sequence F.Y. and S.Y. B.Ed. In the First academic year, there is the provision of the 4weeks internship program, which consist of actual teaching experience in school, observation of peer group lesson as well as senior experienced teachers' lessons, Lesson plan preparation, and presentation for diverse need children, curricular and extracurricular activities observation and execution, report writing on school experience, etc. teaching non-teaching activities. Our institutes plan properly to conduct and monitor these all activities critically through qualified & experienced teacher educators with proper observation, evaluation, and assessment supports. For observation purposes there are observation sheets as per university norms, evaluation purpose provision of the rating scale, and a checklist with the provision of immediate suggestive qualitative feedback for each and every activity with marks.

In the Second year Internship, the student teacher will have to complete the following activities in 16 weeks: The total marks for the internship shall be calculated out of 200.

(a) 6 lessons: The student teacher will select one unit from the school subject in consultation with the school teacher and faculty.

(b) Plan of evaluation: The student teacher will prepare a Unit Plan providing formative and summative evaluation (unit test after completion of the unit) for both the above-selected units.

(c) Study of the records maintained by the school: This activity is to enable the student teacher to understand the administrative aspects of school life. It will help him/her to realize the need to maintain the records and their importance in the smooth functioning of the school.

(d) Organization of co-curricular/extracurricular activities: To enhance the organizational and managerial skills the student teacher will participate in the organization of the co-curricular and extracurricular activities arranged regularly during the internship period in the school.

(e) Observation of peers: In this activity, the student teacher shall observe, reflect and give feedback to her/his peers on the lessons conducted. Marks calculated out of 25 are to be given for the observations notebook.

(f) Other School Activities: To get a feel of the working of the school, the Student shall write a report and enlist the process outcomes of the same. Information regarding Parent teacher associations, Professional organization of teachers,

This internship program is also critically monitored by teacher educators as per the planning prepared at the initial stage of the second academic year. Starting from school allotment, it is carefully planned for the lesson plan guidance, observation of student's lessons, co-curricular and extracurricular activities, unit test preparation, planning, and execution guidance, guidance and observation of other internship tasks such as students' peer observation, maintenance & report writing of school record, students participation and involvement in PTA meeting, etc. All these monitoring procedures are transparent and qualitative as well as quantitative in all aspects.

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

2.4.12

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

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

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

Response: B. Any 4 of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 97.5

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

2.5.2

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

Response: 51.28

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

Response: 4

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

2.5.3

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

Response: 1.75

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

Response: 14

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teaching and nonteaching faculties of SSR College of Education always put-forth efforts to keep themselves updated professionally through engagement in various types of professional activities like seminars, conferences, webinars, symposiums, workshops, and faculty development programs organized by various educational institutes and organizations throughout the academic year.

Apart from above mentioned various professional developmental activities at International, National, & state levels of active participation and involvement, they also keep themselves busy in discussions regarding recent trends and updates in all types of education. Teachers always try to discuss the issues related to the overall education of India as well as especially focused on secondary and higher educational opportunities and challenges.

These types of discussions mostly informally in staff room interactions as well as in informal meetings. Formally meeting also arranged for discussion on current educational issues. Special discussions focused

on the updates in curriculum and syllabus. With the detail analysis of each and every course and pointing out queries and doubts they discuss freely in staff meetings. Those who attended workshops and sessions regarding the updated syllabus and curriculum try to brief all changes and reforms among the specific subjects or courses. Some special staff meetings are also arranged and conducted for the discussion and interaction of new updates teaching, and learning as well as the assessment and evaluation process of the teacher education program.

The same discussions and interactions regularly happen regarding the moderation process and updates at the university level for the final evaluation of teacher trainees for of B.Ed. program. As per the guidance and criteria provided by the university for moderation purposes, faculties discuss the changes and recent updates related to their course, subjects, departments, etc.

Apart from curriculum and assessment process faculties also keep updated themselves with recent updates in education policy, new education planning, techniques of assessment, and accreditation of educational institutes by UGC and Universities. Teachers discuss and share relevant information with colleagues as well as with the teachers of other educational institutes. Recently faculty development program related to NAAC work and professional development program for NEP-2020 was organized and conducted on the College campus for intellectual interactions.

There is also a proposal by College Principal for Pradhyapak Prabodhini in college, in which Educational topics are allotted among the teachers, and as per the schedule each and every teacher put their views and opinion on a given educational topic. Other teachers also participate and another angle of the topics is also discussed in the intellectual sessions organized in mother institutes.

Special sessions like interpersonal skills, communication competencies, new trends in education, use of ICT in the teaching-learning process, the importance of Yoga and meditation, Thinking process, Intellectual property rights, women’s safety and rights, Challenges and opportunities in new educational structures, use of educational soft wares, etc. are conducted and teachers keep updated themselves through such fruitful activities.

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

2.6 Evaluation Process

2.6.1

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

Response:

Our institution's Vision and mission is to develop teachers who are capable of catering to local and global needs in the field of education and all-round development of student-teachers in every aspect of their teaching skills, competencies, and overall holistic professional and personal development.

At the beginning of the academic year, students are instructed about the B.Ed. program and courses run under this program. They are also noticed the detailed evaluation process for each and every activity in every course. As the teaching sessions started students are trained to acquire teaching skills by practice sessions under the observations of teacher educator till they achieved the mastery over the said skill. Beginning from micro-teaching's various skills, every student goes through the practice sessions until they don't achieve the competency level. Teaching sessions go on through various types of teaching sessions like integration lessons, simulation lessons, team teaching lessons, technology-based lessons, models of teaching-based lessons, practice teaching, and block teaching till all student complete their practice to acquire basics and fundamental teaching capabilities. A five-point rating scale was adopted for the evaluation of every lesson with 10 to 20 different sub-criteria for the achievement level with descriptive and suggestive remarks by observer teacher educators.

Apart from the teaching skills and competencies development among the students, there are other aspects also focused with systematic way and as per the guidelines provided by parental university All the theory courses evaluation and assessment during the implementation and after the completion of syllabus continuously conducted through various ways like the class test, assignment, tutorial, prelim, final examination as well as the prescribed practical and activities for each and every course in the program. There are also five-point rating scales adopted for assessment and evaluation in practicals and activities with qualitative feedback and suggestions along with Marks. After every testing and assessment, students are informed about their attainment and progress. They are guided for more improvement in their performance.

To enhance the student's other developing aspects, co-curricular and extracurricular activities organized and planned in B.Ed. program from time to time throughout the year and as per the available space in every academic year. Workshops of singing, dance, chocolate making, art and craft, music, etc. were organized from time to time every year. These activities are planned as to provide exposure and a platform for students in their personal and professional development. These all activities were also evaluated and recorded carefully as per the student's performance, participation, and activities involvement in these all activities.

The final assessment and evaluation were completed at the end of the academic year and all evaluation work was moderated by the University moderation committee at the central place in the university. All the necessary documents and support proof of the evaluated work were presented before the committee and after the satisfaction of the university committee, final approval was given to the college regarding assessment and evaluation by the chairman of the university moderation committee.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

At the college level, the student may bring to the notice of the coordinator in charge any sort of grievances related to internal assessments. Students have the provision for asking queries related to the obtained marks in the internal assessments. If they are not convinced or still not redressed, then he/she

may register with the principal. At the university level, the student may go for paper checking/re-evaluation and review.

To address the grievances regarding assessment, attendance, conduct of examinations, or any other issues, the college has formed a committee – moderation in charge to deal with the grievances of the students. The internal evaluation committee looks into the grievances regarding internal examinations such as the setting of question papers, blueprints, answer sheets, and evaluation methods. Also planning, notice, timetable, allotment of the students for mentoring, guidance group, practice group, demo lessons, orientations, approvals, marks, feedback, and ratings are given to the students. The students are given complete freedom for justification if required.

Misconduct by any student in any form in the examinations is put forth to the college redressed committee for apt action. All such issues are resolved in a time-bound manner. The college has created a mechanism for those students who in case score below 50%, for those who remain absent for the internal examinations.

If there are any differences in mark allocation, or clarification in answers if required by students then the concerned course coordinator will resolve the discrepancy and rectify the changes. A grievance box is placed in the lobby of the assembly/entrance to the college, the students are oriented, guided, to use the suggestion box for any sort of grievances in any aspect of the college, and they are having the freedom to share it in the box.

The internal evaluation and its pattern are communicated well in advance regarding the code of conduct of evaluation by the moderator in charge. The grievances arising that normally arise in internal assessment/examination at the institute are:

1. Not appearing on the day of evaluation:

In case due to any genuine unavoidable circumstances, the student teacher is not able to be present on the day of evaluation then depending on the type of internal evaluation various options are given to complete the practicals/lessons which are supposed to be presented/tutorials/prelims.

1. Post-evaluation grievances:

In case there are errors in evaluation/in case there are clarifications required for the allotted marks or if the students need to know the ways to improve, then they are given the freedom to approach the respective evaluator.

The procedure to attend to the grievance are:

1. Students approach directly to the course coordinator.
2. Course coordinator communicates the grievance to the committee.
3. Course coordinator along with the internal evaluation committee resolves the issue.
4. If the grievance is more it is forwarded to the Principal.

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

2.6.4

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

Response:

Internal Assessment increases the efficiency and efficacy of student learning. One of the objectives of the internal assessment is to provide feedback to the students immediately and maintain the transparency which supports students development. The institute is affiliated with SPPU, Pune and follows the same examination pattern.

Internal evaluation of the students in all the subjects are done through CBCS by the teachers is mandatory under this system since marks obtained in the internal assessments are to be added to the marks of university examination held at the end of the year. In F. Y. B.Ed. it is 440 internal marks and in S.Y. B.Ed. it is 600 internal marks.

For the continuous assessment, three activities are organized during the year for the course F.Y. B.Ed. 101 to 105 and S.Y. B.Ed. 201 to 205. during every academic year, the following three activities are:

1. Practical work assigned in each course.
2. Supervised Tutorial Examinations.
3. Written examination.

For the pedagogy course of F.Y. B.Ed. 106&107, two activities are conducted. They are:

1. Practical Work
2. Written examination

For the course B.Ed. 108 to 112 and 206 to 212, the prescribed activities like,

1. Teaching Competency I
2. Teaching Competency II
3. Teaching Competency III
4. Teaching Competency IV
5. Teaching Competency V
6. Enhancing Professional Capacities

The college does internal assessment very fairly, impartially with proper feedback, justification on a

transparency mode of each and every student and their marks.

Practical work are assigned in each course. Group wise Practical's are allotted to the students keeping in mind about the all-round development of the personality of the students. Practical's are properly oriented by every faculty course wise, timely guidance is given to complete the work. Submission dates are mutually decided by course coordinator and students as are made involved in academic activities and in decision making.

Supervised Tutorial and Written Examination:

In both the activities focus is given for the preparations for the university examinations of students. Question bank is given prior for the preparations in a right manner and discussed in the class. All the faculty prepare question paper, blue print, answer key along with the signature of the principal. Answer booklets are provided by the institute in the similar pattern of university examinations. After the evaluation answer sheets are shown to the students and marks are displayed on the notice board to maintain the transparency.

Students who score less than 50% of marks are given remedial teaching apart from the regular allotted lectures. Those students are then made to sit in the library under the supervision of librarian and they complete their tutorial and written exam timely.

After the completion of all the above three activities, teaching competency I to V and enhancing professional capacities, every student teacher compiles all their internal works of their respective years as per the instructions of moderation in charge. The front page of internal assessment is duly signed by Principal and student teacher. Hence complete transparency is maintained.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

As SSR College of Education is affiliated to Savitribai Phule Pune University and run the B.Ed. program under the guidelines provided by NCTE and SPPU University time to time. Curriculum and syllabus for the program designed and developed by board of studies of Savitribai Phule Pune University. As per the B.Ed. program's syllabus there are different types of courses included in these two years B.Ed. There are total 12 courses i.e. 102 to 112 in first year and total 12 courses i.e. 201 to 212 in second year, it means total 24 courses are included in 2 years B.Ed. program. Each course has its different credits and with various objectives in relevance to teacher training program. The objectives decided for the program are communicated and discussed with staff before starting the program and with student at the beginning of the program.

Among the course objectives integration of subject knowledge, human development, pedagogical knowledge and communication skills, promoting the capabilities for inculcating national values and goals, to act as a agents of modernization and social change, for promotion of social cohesion, international understanding and protection of human rights and rights of child, to be the competent and committed professionals willing to perform the identified tasks, to competent to use competencies and skills for effective teaching in normal and inclusive set up, to understand, develop and apply various evaluation procedures in education, to be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, to inculcate rational thinking and scientific temper among students, to use organizational and managerial skills, to develop the habit of reflective teaching , to develop an understanding of the interdisciplinary perspectives in education, to enhance professional capabilities like reading and reflecting on texts, understanding to self, understanding the use of drama and art in education etc. expected cognitive affective and psychomotor domain tried to cover all through the B.Ed. program.

As per the above course objectives in firsts year course 101 to 112 implemented very keenly and properly for increasing the subject knowledge, and developing the skills and teaching competencies among the student teachers there are number of activities conducted and organized apart from regular theory papers and course material of various courses. Celebration of birth anniversaries of great leaders, social reformers, educationist, workshop on music, dance, chocolate making, cultural exchange, lecture series, field visits, sports activities, poster making and Rangoli competitions, teaching competitions, debate and elocution competitions, cultural days and celebrations etc. activities arrangements and organization achieving the course objectives are conducted throughout the year. A special teaching program including Micro teaching, Integration lesson, simulation lesson, technology based lesson, team teaching, models of teaching based lesson ,practice teaching lesson, block teaching lesson including 4 weeks internship in actual school etc. teaching competencies and teaching skills development program are conducted for the preparing competent, committed, professionals in the field of education.

In second year also there are total 5 theory courses and other 7 competency enhancing courses which included inclusive education, guidance counseling, knowledge and curriculum, quality and management of school education etc. as well as 16-week school internship program included with various teaching and educational activities are implemented.

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

2.7.2

Average pass percentage of students during the last five years

Response: 97.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	49	45	48	41

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

2.7.3

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

Response:

SSR College of Education is approved by NCTE, New Delhi and affiliated to Savitribai Phule Pune University, Pune. The program outcomes and course outcomes offered by the institution in accordance with Savitribai Phule Pune University Pune guidelines. At the beginning of the academic year students instructed about the B.Ed. program and courses run under this program. They are also noticed about the detail evaluation process for the each and every activity in every course. As the teaching sessions started

students are trained to acquire teaching skills by practice sessions under the observations of teacher educator till, they achieved the mastery over the said skill. Beginning from micro-teaching's various skills, every student goes through the practice sessions until they don't achieve the competency level. Teaching sessions going on through various types of teaching sessions likes integration lesson, simulation lesson, team teaching lesson, technology base lesson, models of teaching lesson, practice teaching and block teaching till the all student complete their practice to acquired basics and fundamental teaching capabilities. five-point rating scale adopted for the evaluation of every lesson with 10 to 20 different subs criteria for the achievement level with descriptive and suggestive remark by observer teacher educators.

Apart from the teaching skills and competencies development among the students there are other aspects also focused with systematic way and as per the guidelines provided by parental University. All the theory courses evaluation and assessment during the implementation and after the completion of syllabus continuously conducted through various ways like class test, assignment, tutorial, prelim, final examination as well as the prescribed practical's and activities for each and every course in the program. There are also five-point rating scale adopted for assessment and evaluation in practical's and activities with qualitative feedback and suggestion's along with Marks. It is also considered about the student's attainment level will be reached at maximum level as per their potential and capacities. After every testing and assessment, students are informed about their attainment and progress. They are guided for more improvement in their performance.

To enhance the students other developing aspects, co-curricular and extracurricular activities organized and planned in B.Ed. program time to time throughout the year and as per the available space in every academic year. Workshops of singing, dance, chocolate making, art and craft, music etc. were organized time to time every year. These activities are planned as to provide exposure and platform for students in their personal and professional development. These all activities also evaluated and recorded carefully as per the students' performance, participation and activities involvement in these all activities.

Final assessment and evaluation completed at the end of academic year and these all evaluation work were moderated by University moderation committee at the central place in university. all the necessary documents and supported proof of the evaluated work were presented before the committee and after the satisfaction of university committee final approval given to college regarding internal assessment and evaluation by the Chairman & Members of university moderation committee.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 66.67

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

Response: 30

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

2.7.5

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

Response:

SSR College of Education is approved by NCTE, New Delhi and affiliated to Savitribai Phule Pune University, Pune. The program outcomes and course outcomes offered by the institution in accordance with Savitribai Phule Pune University Pune guidelines. At the beginning of the academic year students instructed about the B.Ed. program and courses run under this program. They are also noticed about the detail evaluation process for the each and every activity in every course. As the teaching sessions started students are trained to acquire teaching skills by practice sessions under the observations of teacher educator till, they achieved the mastery over the said skill. Beginning from micro-teaching's various skills, every student goes through the practice sessions until they don't achieve the competency level. Teaching sessions going on through various types of teaching sessions likes integration lesson,

simulation lesson, team teaching lesson, technology base lesson, models of teaching lesson, practice teaching and block teaching till the all student complete their practice to acquired basics and fundamental teaching capabilities. five-point rating scale adopted for the evaluation of every lesson with 10 to 20 different subs criteria for the achievement level with descriptive and suggestive remark by observer teacher educators.

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Final assessment and evaluation completed at the end of academic year and these all evaluation work were moderated by University moderation committee at the central place in university. all the necessary documents and supported proof of the evaluated work were presented before the committee and after the satisfaction of university committee final approval given to college regarding internal assessment and evaluation by the Chairman & Members of university moderation committee.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.71

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.2

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

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

File Description

Document

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0.4

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

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

File Description

Document

Any additional information

[View Document](#)

Link for additional information

[View Document](#)

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 4.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	5	6	12

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National /

International conference-proceedings per teacher during the last five years**Response:** 2.95**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	6	5	5	5

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

3.3 Outreach Activities**3.3.1****Average number of outreach activities organized by the institution during the last five years..****Response:** 4.2**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
9	1	4	3	4

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

3.3.2

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

Response: 36.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	35	47	27	39

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

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

Response: 50.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	68	30	57	67

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

3.3.4

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

Response:

SSR College of Education has been promoting a sense of social instincts and moral development practices among the students. The highlighting efforts include the efforts of the students by reaching to society Girl Child protection, Women Empowerment, Environmental care, and Social Empowerment through education students through social service and co-curricular activities. Also as part of the course 106 projects, an Industry visit is organized every year to sensitize students to their approach towards sustainability of the economy, visit to Naxatra Garden as a part of a science project.

Hindi Pakhwada

B.Ed. students have participated in the Hindi Pakhwada which is an annual competition towards Hindi Divas celebration in the month of September every year by the Rajbhaasha Vibhaag, DNH Secretariat.

Aids Awareness Programme

SSR College of Education organizes an aids awareness program every year in collaboration with Vinoba Bhave Hospital.

Zumba Session

Our college has organized self-defense and Zumba sessions for women in association with 360

fitness and women association, Silvassa. The girls were educated to defend themselves in critical situations.

International Women's Day

International Women’s Day celebration by students on 8th March, other societal development-prone events & meets like Marathon, etc. Students have been empowered to participate on an Individual level in this program & meet.

Nirbhaya Kanya Abhiyaan

SSR College of education organized a workshop on Nirbhaya kanya Abhiyan, where Karate practice training was given to students for their empowerment and a guest lecture program on laws related women's sexual harassment was conducted

International Yoga Day

International Yoga Day is also celebrated to aware students of the importance of health and physical education.

Safety for All campaign was organized by DNH POLICE, DNH &DD, in which our students actively participated and got prizes.

Medical Health Check-Up Programme

The college has organized Medical Health Check-Up Programme with our student Volunteers. As Sickle cell anemia is the most common genetic disease among the tribal population, in view of this Directorate Of Medical And Health Services Dadra Nagar Haveli in association with our college has organized this health check-up prograame.

SAFETY AWARENESS PROGRAM

Students of S.Y. and F.Y. participated in SAFETY AWARENESS PROGRAM ORGANIZED BY R.K.Desai College on 4th March 2022 at College AUDITORIUM. It was celebrated in order to create awareness among the students against the accidents caused due to lacking and breaking the rules and regulations. A total of 14 Students Of Ssr College Of Education Participated In this Competition. Green Day Celebration with SSR IMR ON Environmental Day was also organized.

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

3.3.5

Number of awards and honours received for outreach activities from government/ recognized

agency during the last five years**Response: 6****3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	2	0	1

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

3.4 Collaboration and Linkages**3.4.1****Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years****Response: 7.4****3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	8	7	7

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

3.4.2

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

Response: 9

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

Response: 9

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

3.4.3

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

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

SSR College of Education is situated in the rural area of saily Panchayat area, and is spread over a campus of 13.5 acres, Our College stands apart from others in terms of its excellence, merit and services. Being one of the premier teachers' training college of U.T. Dadra and Nagar Haveli, Daman & Div. The college is committed to train the trainees to become skilled and competent teachers. The college offers training in a number of method subjects taught in secondary and higher secondary schools of Dadra Nagar Haveli, Daman Vapi, Bhilad.

The college provides adequate infrastructural facilities like multipurpose halls, smart class room, 6 Classrooms , free Wi-Fi, psychology lab, Educational Technology lab, social science lab, science lab, art and craft lab & Music , computer lab, Psychology Lab, Mathematics lab, Language Lab, Placement Room, Health care Centre& Day care Unit, Student Development Room, Moderation Room, four store room , Pantry, 6 washrooms, open gymnasium, IQAC room, separate girls' and boys' common room, big playground, sports complex, Botanical garden.

The Institute has well equipped sport complex with basketball ground, cricket ground and volleyball ground. The institute has facilities for indoor games like table tennis, chess, Carom etc. and has Open Air Gymnasium equipment for Staff and Students. Well-constructed boundary wall etc. Ramp for Divyang students The College has Girls and Boys hostel for providing accommodation to women trainees as well as boys coming from distant places.

The college library is very rich with 6833 Books 155 Encyclopedias 120 Dictionaries, 72 CD Roms, 15 Journals 4 Newspapers, online 15 journals 12 newspaper, Online Database (DELNET & N-List), Air conditioned Reading hall, Library Website, E- Library, Vriddhi Software OPAC, Inter college loan facilities, Book Bank Facilities etc. . It has a good collection of books based on syllabus and beyond. Reading room facilities with Wi-Fi enriched computers are provided. Limited Xerox facility is available.

We have other facilities like Drinking water (RO Plant), Parking facilities, Canteen, First Aid Facilities the College ensures a green campus with "No plastic Zone" and "No Smoking Zone". "Tobacco free campus" Besides undergoing teaching internship programmes, the trainees participates in several co-curricular activities including community involvement programme etc. We have Air conditioned Auditorium for seminar and workshop & other Activities.

Other Facilities:

Free transportation for students & staff from Silvassa bus depot to college. Water harvesting plan, more than 1000 plants. The Institute has Printers, Scanners, System software, photocopier machine and Application software as per requirement. The institute has high speed internet connectivity with a lease line having bandwidth of 30mbps. The institute has CCTV camera (20) at various places like Classrooms, library, auditorium, computer lab and lobbies & outside the building the institute has fire safety equipment for the emergency and it is renewal by the authorize agency by time to time.

Computing equipment and internet facilities:

Our Computer lab has 20 computers with internet facilities high speed internet connectivity with a lease line having bandwidth of 30mbps, with Projector & LCD two Classrooms,

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

4.1.2

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

Response: 55.56

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

Response: 5

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

Response: 9

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

4.1.3

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

Response: 4.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.5	0.07	00	0.9	00

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library is very rich with 6833 Books 155 Encyclopedias 120 Dictionaries, 72 CD Roms, 15 Journals 4 Newspapers, online 15 journals 12 newspaper, Online Database (DELNET & N-List), Air

conditioned Reading hall, Library Website, E- Library, Vriddhi Software OPAC, Inter college loan facilities, Book Bank Facilities etc. It has a good collection of books based on syllabus and beyond. Reading room facilities with Wi-Fi enriched computers are provided. Limited Xerox facility is available. We are using Vriddhi software from the year 2022-23.

Vriddhi (2022) Fully Automated Version 2

- 'Librarian Software' Started in 2009 and finished in mid-2010 but unfortunately due to some technical issue all library resources including computer server got damaged. Again we started Process afresh in 2022 with Vriddhi software and finished in early 2023.

- The library has seating capacity for more than 100 users.

- It is fully automated with all its sub systems like LAN connectivity and Wi-Fi. Library Management Software system is incorporated with latest technologies that enables Library to serve its users more efficiently.

- The library has a decent collection of Books, Journals, Audio-video materials, photocopying facility, News Papers, e-resources, previous years question papers etc.

- The Library has Library Website with all important material like e books, e journals, e newspapers, important websites, e- content etc.

- Library is subscribing e-resources via NLIST for all and also facilitates access to e-resources of University of Pune for its faculty members.

The detail of Vriddhi Software solutions Pvt. Ltd. is as follows:

- Name of ILMS software :Vriddhi 2.0

- Nature of automation :fully

- Version :Vriddhi 2.0

- Year of Automation :2022

Vriddhi Software features of the software:-

- Vriddhi ERP is a complete educational institute management solution.

- Vriddhi offers a host of services, including student management, staff management, library management, hostel management, OPAC, and many more. Vriddhi can also generate various reports like expense reports, student reports, merit list generation, balance sheets, bank challans, fee receipts, various day books, LC/TC generation, ID card printing, and many more.

- Vriddhi ERP offers a companion online portal where the students, teachers, staff, and external regulatory bodies can access relevant services. Students can register on the portal and login to access their classes, submit forms, pay fees, enroll in classes, interact with the teachers, take online exams,

among other things. Teachers can create new classes, conduct online exams, upload e-learning content for students, take attendance, etc.

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

4.2.2

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

Response:

The library management system is functioning through Vriddhi software to manage the manual functions of a library. The software helps to manage the entire library operations from maintaining book records to issuing a book. So, it is easier to search for books and find the right materials for staff, students, and the librarian. Students & teachers had provided login IDs & passwords for smooth functioning. Librarian is providing an increasing number of resources that users can access from remote sites. Students are likely to be highly motivated, possess significant experience with library research and familiarity with electronic resources, and demonstrate relatively high success in using information technology.

The Library also has DELNET which is accessed remotely by teachers and students whenever they require it. Its Login credentials are provided to students and Staff. It aims to collect, store, and disseminate information besides offering computerized services to users, coordinate efforts for suitable collection development, and also to reduce unnecessary duplication wherever possible. DELNET maintains an online union catalog of books available in its member libraries. This union catalog is continuously updated and is growing in size. The information can be retrieved by author, title, subject, conference, series, etc. The request for an inter-library loan can be placed through the online system.

The college library has subscribed to the Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID 8168", provided by INFLIBNET Centre, an initiative of MHRD which is jointly executed by e-shodhsindhu consortium which provides access to more than 6000 e-Journals and 100000 e-Books. The college has also subscribed services of e-Shodhganga, which are digital repositories of Indian e-theses and e-dissertations set-up by the INFLIBNET Centre, Through this, we have registered all the faculty members, B.Ed students have obtained and provided the individual login ID and Password to access the subscribed E Resources remotely from the N-LIST platform

The news related to college activities is also published in newspapers. This published news is shared through various e- platforms such as college websites, whatapp groups, Face book group etc.

Study materials, handouts, and presentations are shared through the college website, google classroom as well as Whats' App group.

To help students to perform well in the exam, previous year's question papers are circulated to the students through the college Library website, google classroom as well as WhatsApp app group.

The library provides an internet facility for e- references. Students can utilize the internet facility for self- study, preparation of seminar presentations, for research work. Complete support is provided to students for remote access to the library.

The college has a fully functional library with ample references, subscriptions, e- resources, database resources, and e-books for the facilitation of knowledge dissemination.

All the resources can be physically as well as remotely utilized by all members.

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

4.2.3

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

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

Response: B. Any 3 of the above

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

4.2.4

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

Response: 0.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.3	00	00	0.1	0.1

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

4.2.5

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

Response: 0.24

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

Response: 5

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

Response: 5

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

Response: 5

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

Response: 5

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

Response: 5

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

4.2.6

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

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

Response: B. Any 3 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Education cannot be effectively imparted without a strong Information Technology support. The teaching-learning environment is changing rapidly and getting technology oriented. Moreover, education, being very dynamic in nature, has everyday updates and advancements in knowledge which are all made available to the students through extensive use of IT facilities.

The Institute is committed to provide state of the art IT facilities to its students and faculty members. Well-equipped computer laboratory, classrooms equipped with ICT tools and Wi-Fi facilities, a well maintained Language Lab are examples of the IT facilities provided by the Institute. However, rapidly changing technology platforms pose a challenge to the effectiveness of these facilities.

The Institute houses adequate numbers of computers in computer lab, Library, Staff rooms and Conference room and class rooms. All these places are connected through LAN and aids in Teaching and Learning Environment. The Institute has partnered with Reliance Jio for wifi facility and utilization of the same can be assessed through a well-structured system of registering through individual Mobile OTP.. To reduce and eliminate the threat of viruses infecting the computer systems, the PCs in Computer Lab and Library are installed. The students uses the wifi facility of the Institute for the Academic and support functions for e.g.. One classroom is smart class and other classroom has LCD Projector facility along with Audio Speakers. The Teachers, Guest Speakers and Students Presentations are conducted effectively with such support. Institute has internet connection with Internet Bandwidth of 30 MBPS, lease line connection provided by Ishan Netsol Private Limited, Surat. The Computer lab has a backup and the same can withstand the load of whole computer lab

Institute has legal software Windows, MS Office, Tally, Vriddhi and antivirus software updated on regular basis. All the computers are with the Institute since its inception in 2007 and year on year technical services are done for any glitches and up gradations. The IT facilities mentioned in the additional information along with the year of purchase are available at the institute in the functional status and maintained & upgraded from time to time.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 2.88

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

4.3.3**Internet bandwidth available in the institution****Response:** 30**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 30

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

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 30

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.1	1.10	3.5	2.0	3.1

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

4.4.2

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

Response:

Physical Facilities:

The Institute has appropriate facilities suitable to achieve academic excellence. Well maintained infrastructure along with academic and support facilities are the strength of the institute. Proper maintenance of the facilities ensure fulfillment of the organizational objectives in more effective manner. The Trust has established systems for maintenance and up keep to the Campus facilities.

Academic & Support Facilities:

The college has established system for maintenance and utilization of physical, academic and support facilities. For the smooth functioning of the system, various cells and committees like Developmental Committee, Purchase Committee, and Library Committee, etc. formed every year by the IQAC which constantly monitor and evaluate the requirement for maintaining physical, academic and support facilities. It is also a common practice to receive suggestions and demands from students and faculty members regarding infrastructure maintenance. The developmental and maintenance committee look after the maintenance, repair, and construction work related to the building, general cleanliness, support facilities like safe drinking water, waste management, washrooms, replacement of fire extinguishers, electric work, plumbing, power supply, generators, gas line and water tank etc. All the electronic gadgets like projectors, CCTV cameras, computers, printers, photocopiers, air conditioners etc. are regularly service and reused.

Laboratory:

The institution provides science lab, psychology lab, maths lab, computer lab, educational technology lab facilities to all the students of the college. The users of these labs pay immense attention while accessing the facilities and handle it with good care. All the concerned in charge takes care of the labs. Stock registers are maintained timely of each lab.

Computer Lab:

It has adequate number of computers with required component configuration and also loaded with latest antivirus software. Need based up gradation of software and hardware and maintenance of ICT facilities is done by the institution from time to time. Maintenance of campus Wi-Fi connection lies with service provider.

Library:

Library has an advisory committee, which meets at regular intervals to discuss various issues related to library facilities, services, and activities. The committee works towards improving the overall library infrastructure and resources to make it user friendly. The college library subscribed to N- LIST programme of INFLIBNET. Every year, in the beginning of the session list of books in various subjects required by the faculty members, is invited. After that books are purchased by following proper procedure.

Sport Complex:

Sport Room and Play Grounds of the institution is being looked after by the Physical Education teachers. All the sports materials and equipment are stored in a sports room. Students are allowed to use the sports materials only after signing in the issue-cum-return register. There are different four playgrounds inside the campus where students practiced their track and field activities and different indoor-outdoor games like carom, badminton, volleyball, cricket, basketball, open gym etc.

Classrooms:

The college authorities pay great attention to maintaining the classrooms and ensure uninterrupted teaching-learning activities. All the faculties are free to submit their requirements to the principal regarding repairing and maintaining the classroom furniture, and other equipment's etc.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

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

9.Canteen
10.Toilets for girls

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: B. Any 5 of the above

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

5.1.4

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

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

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 23.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	08	11	05

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 13.33**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 06

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

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 10.53**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	8	5	7	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

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

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

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

Objectives

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

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

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

The student council committee of SSR College of Education has the following heads.

- 1)President
- 2)Secretary
- 3)Treasurer
- 4)Cultural In charge
- 5)Discipline In charge
- 6)Magazine In charge
- 7)Sports In charge
- 8)Excursion In charge
- 9)Library In charge
- 10)Teaching In charge

Students Engagement in various committees/Activities:

- **Anti-ragging committee**
- **Alumni Committee**
- **Cultural cell/extension activity cell**
- **Discipline cell**
- **Internal complaint cell**
- **IT Cell/Digital Learning Cell**
- **Library committee**
- **Magazine/Newsletter Committee**
- **Student Development –Student welfare committee**
- **Women Grievances cell-vishakha committee**
- **Yoga –Sport committee.**

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

5.3.2

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	10	3	10

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

5.4 Alumni Engagement

5.4.1

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

Response:

5.4.1 Alumni Association that contributes significantly to the development of the institution.

SSR College of Education has a registered Alumni Association for building strong links between alumni, present students, and the college along with the welfare of society. It provides a common platform for the alumni of the institute to reach out to the other alumni across various batches, years, and interests. The alumni association of SSR College of Education is a non-profit organization, composed of alumni of the college with a view to preserve and carry forward the fine traditions of the college, to strengthen the connection among the alumni at different places of the state and country. Alumni are looked for to assist institutions by offering help in organizing various programs, job fair, guest lectures etc. They also organize cultural programs and career guidance programs. Alumni associations often provide a wealth of career services to help former students find job opportunities and improve their chances of landing a job offer. Some alumni help in conducting skill-based activities like Chocolate making workshops, lippen workshop, warli painting workshop. Some prominent alumni were invited as a guest in various seminars, Nirbhaya kanya abhiyan etc.

The alumni association of SSR (College of Education) is very active and serves by carrying out a variety of activities, which strengthens the bond among the alumni and provide opportunities for cooperation and communication.

Aim & Objectives:

- To facilitate constant interaction s with the alumni.
- To maintain an academic support mechanism for the alumni network.
- To create a healthy and sustainable relationship with the alumni.
- To involve all in college activities.
- To utilize their talents in various activities of the college.
- To provide guidance and counseling to the former students in getting placement through the placement cell.
- To give them the feeling that they always belong to this institution.

The annual Alumni meet was arranged on 11th March 2023

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

1. Assist in Training- Many alumni are working on various prestigious designations such as principals, coordinators, Academic leaders, and entrepreneurs to help in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students and share their personal experiences during their professional capacities. They are also frequently invited as external supervisors, judges, audit, and valuable feedback in curriculum planning and evaluation methods, bridging the gap between schools and

teacher training. The alumni are invited regularly to conduct sessions on their respective areas of expertise. Alumni serve as resource persons at various sessions, being conducted. Sessions on exam preparation, Time Management, Tips for Exam Preparation, etc. are a few sessions conducted by Alumni. Alumni are called as Judges/ Chief guests for different events at the college.

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

CTET/ NET/SET Sessions are also conducted by alumni. Alumni guide students to the Competition where they have earlier participated in the same competition. Alumni help in organizing talent shows, orientation sessions, and bridging sessions that helps in comforting the students while they join the B.Ed. course. Students from different backgrounds such as age, socioeconomic status, gender, cultural diversity, level of education, and marital status join the course, with the diversities student need support from the faculty and the alumni to tread this journey smoothly and gain academic achievement and self-development. Alumni are a big support in reaching this unreached gap and assist in mentoring and hand-holding at regular intervals. During Orientation sessions, alumni interact with the students and counsel them on the journey of B.Ed. course, lesson demonstration, and guidance, classroom behavior expectation, and community outreach activities.

1. Assist in Placement- Alumni inform us whether there is a vacancy in the schools where they are serving. Our esteemed alumni are working at good schools and hold good positions. They are at authoritative levels too thus they are in a position to help us in placing our current students. They also many times participate in online and offline placement drives. Alumni provide feedback to bridge the gap between Curriculum and Practice.

Other areas where Alumni assist us:

1. Alumni are connected with us through the What's App group.
2. Alumni are recognized for their outstanding achievements.
3. Alumni Meetings are planned twice in a year.
4. Alumni are called as Judge/ Chief Guest/Guest of Honour for different events of the college.
5. Alumni shared college happenings posted on the group and Facebook.
6. Alumni are Facebook Friends of the faculty to get connectivity on social media.
7. Alumni are also given information about add-on courses and they are also part of Value Education.
8. Alumni are invited to the National Conferences/Seminars.
9. Alumni are given assistance for placement.
10. Alumni are given a Library facility.
11. Alumni inform us whether there is a vacancy in the schools where they are serving.

12. Alumni help our students in the schools when they go there for Practice teaching and internship.
13. CTET/ NET/SET form assistance.
14. Competition guidance for the current students by the alumni who had earlier participated in the same competition is facilitated.
15. Admission-related information is shared with alumni so that through their contacts, we get admission.
16. The college quarterly e-news is circulated to alumni for their reference.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

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

Response: B. Any 4 or 5 of the above

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

5.4.3

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

Response: 8

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

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

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

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.

1. Role of Alumni in Motivating Students-

Alumni members play a vital role through student mentoring, student support, recognizing talent, nurturing competencies to be successful in their profession, and providing strategies to be effective and efficient as teachers to meet local and global challenges. Institute has a dynamic alumni association that works in tandem with the faculty in devising methods to improve teaching methods, effective assessment, the impact of student potential on the welfare of society, organize events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during curriculum transaction, providing lesson guidance, paper presentation, and also participation in personality-oriented events like debate competition, quiz, inter-intra collegiate events, grooming sessions, personality development. Alumni members contribute and provide feedback on curriculum development, financial aid to needy students, students' support for admission, placement, and guidance throughout the Course. Alumni inform us if there is any participative workshop/ seminar/ Competition in the schools where they are serving. Alumni guide our students in pursuing higher education. Alumni guide our students for Competitive exams such as CTET/ NET/SET/TET. Alumni achievers are invited as Judges/ Chief Guests for different events of the college.

2. Role of Alumni in Recognizing the Talent of Students:

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

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

Several alumni continue their further education, Clear CTET, TET exams, etc. This not only gives current students more insight into the field of education but also serves as a form of motivation to be creative and inquisitive teachers who create the best teaching environment for their students with available resources. Students are guided by our Rankers on How to Study well for the exams. Various sports/cultural Competition guidance for the current students by the alumni who had earlier participated in the same competition is arranged. Alumni guide our students in the schools for enhancing their practical skills at the time of internship. Alumni motivate to participate in Workshops/seminars and conferences.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

To develop Teachers who are capable of catering local and global needs in field of education and all-round development of student-teachers to meet challenges of 21st century by pursuing continuous excellence at par of international standards holding local roots in arena of education and research.

Motto: "Vidya Sarvasya Bhushanam"

Mission:

To impart education of global standards by inculcating creative ability and innovation in the students of tribal area in order to achieve academic excellence while maintaining ethical teaching practices.

For the institution, there is decision making body in which teachers, students and non-teaching staff are included, who actively participate in the proper functioning and management of whole institution.

Governance of the Institution is largely attained through the structured and transparent committees formed for respective functioning. The Admission Committee, IQAC, Feedback Committee, Sports, Alumni, Placement, Workshop & Conference, Cultural, Discipline, Examination, IT Cell, Library, Magazine, Maintenance, Student Development Committee, Teaching Session, Scholarship, Vriddhi, Vishakha Committee, SC/ST Committee, RTI Committee, OBC Committee, Minority Committee, Internal Complaint Committee, Divyang Committee, Equal Opportunity Cell, Grievance Redressal Cell, etc. The Institution's Administrative Committee ensure the compliance to the statutory bodies like NCTE (Delhi), UGC, DHE(Mumbai) and Savitribai Phule Pune University, Pune etc.

The **IQAC** is entrusted with the responsibility of strategizing and executing the plan for the academic progress of the institution. The committee comprises of the Management representatives, college Principal and Staff. Developmental projects like organizing webinars, orientation programs, University announcements and discussion, institution progress plans, training & developmental initiatives, internship and placements etc. are the massive point of consideration for the CDC.

The **College Development Committee (CDC)** was constituted to strengthen the overall functioning of

the institution. Under the guidance and support of the cell academic calendar is prepared in various activities and sessions are organized. The major events at the college comprises of Webinars, Conference, Guest Lecture, Orientation, Student Welfare Programs under board of Student Development.

The **Institution ensures the Academic Development** of the students through the developing Teaching kills, Examination Mechanism guided by the affiliating University on regular intervals. The current evaluation specified by the university is observed and the examination and evaluation committee adhere to the same. The academic calendar is developed at the beginning of the year for F.Y. & S.Y. B.Ed. students.

The **Research Inclination** is evident by the progress in the form of research paper publication, attending seminars, conferences, webinars, workshops, etc. the students are promoted to display their innovative practices in the form of various competitions in the campus and of the campus.

The intellectual capital of the college comprises of qualified and experienced teachers. They are promoted and guided to present papers, attend seminars, conferences, Webinars, FDP's and workshops also the faculties have experienced publication in the registered journals. The faculties have undertaken responsibilities of Examiners and moderators for paper checking at the university level.

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

6.1.2

Institution practices decentralization and participative management

Response:

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

Decentralization and participative management

The institution encourages decentralization and participative management in its programs & activities. The value framework of the college emphasizes “encouraging participative & democratic management”.

For effective management of college, participation of students, teaching and non-teaching faculty, responsibilities are decentralized by the institution authorities. Proper process is followed by the institution like certain decisions are taken by the trust's which is passed on to the principal followed by constitution of departments and committees are done.

The administrative, academic and admission responsibilities are decentralized among faculty members for the success of our institution. The management is informed about various activities of the college by the Principal. The head of the institution ensures that responsibilities are defined and communicated to the staff. The Principal, governing body, teaching and non-teaching and IQAC are involved in defining and framing guidelines, rules and regulations pertaining to admission, examination, discipline, grievance, support services, finance etc. Faculty members are assigned as the coordinators of different committees under the leadership of Principal.

The college organizes all staff meeting to constitute various committees democratically that discharge various duties of the college:

Formulation of committees: In the beginning of each session the committees are formulated. The process begins with formation of college committees/staff council which involves all teaching and non-teaching staff of the college. All programs and activities of the institution are planned & executed by the said committees headed by the convenors.

Process of formulation: After reviving the performance of the previous year by various committees the faculty and non-teaching staff is given chance to choose the committees, they want to work in. The convenors are chosen by the committee members by mutual consultation on the basis of merit.

Participants in the Staff Meeting over Committees:

- Principal
- Teaching Staff
- Librarian
- Non-Teaching Staff (LDC)
- Peon/Sweepers/Garners (Code of Conduct Meeting, Maintenance related Meeting, Cleanliness related meeting)
- Students (Grievance Redressal Committee, Time Table, Cultural, Student Development Meeting)

Non-teaching staff are a part of decision-making process and decentralized system in various committees/activities of the college:

- Finance Committee
- Physical Verification Committee
- Examination & Internal Assessment Committee
- Hospitality Committee

Students Participation in Decision Making:

- Students council is constituted by voting among student.
- All the academic and Non-academic issues concerning the students are discussed by the Students council and escalated in case of the need.
- The council of students who take responsibility of various kinds of decisions and participatory role in the finalization of timetables, organization of co-curricular activities and educational programs and grievance redressal.
- Students drop their grievances and suggestion in the box which is looked after by grievance redressal cell.
- Students also get chance to give feedback on teaching learning, curriculum and infrastructural facilities.

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

6.1.3

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

Response:

Financial Transparency:

1. Transparency in purchase:

All the purchases related to academic, infrastructure are kept in transparency by the institution while purchase. If the purchase order is higher then the institution has to take the prior permission from the trust and if the amount is less the college has the authority to spend the amount from petty cash and provide the trust, purchase bills and vouchers.

2. Transparency in Payrolls:

The institution practices biometric system, based on which the salary is prepared for all the employees through payroll software (Salary). All the employees are given salary slip which consist of details of salary every month. Salary register is maintained along with Revenue stamp and signature of the employee.

3. Transparency in Audits:

The accounts of the college are maintained and audited regularly by the Chartered Accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software. Details of income and expenditure are stored with the help of tally software. The C.A of the institute undertakes internal audit. The financial documents and receipts are produced for scrutiny and the maintenance of accounts is completed within stipulated period of time.

Academic transparency:

- At the beginning of the year committee distribution is done. Equal opportunities and responsibilities are given to all the faculty members. CDC meetings are held at list twice a year, IQAC meetings are conducted every month.
- Admission process begins when MH B.Ed. CET conducts online Entrance exam for those students who have filled the form. The exam and the entire admission process is fair and transparent throughout the allotment of students as per their merit and identified colleges. The allotted list is sent to the college and the college has to admit the students accordingly. Hence, the entire admission process is transparent and opened according the laid down rules.
- Each faculty prepares annual plan of their course. Every department prepares annual Calander and consolidation of all this annual plan is prepared in the beginning of the year. Various types of feedback are collected which helps in academic transparency and is communicated to the faculty and the trust.
- All the internal assessment are kept transparency to the students. After the consolidation they are cross checked by the students themselves, verified if there are clarifications, rectified by internal exam in-charge and signed by the students with declaration of verification.

Administrative Transparency:

Institution follows the administrative decentralization periodic meetings take place under their guidance and inputs, suggestions for the effective and smooth work culture are provided. Administrative work completion status is shared with the management for transparency of the monthly work carried out by admin department. Management suggestions are implemented for the smooth functioning and development of the institute. Academic committees are formed wherein all faculty members are supposed to do handle the responsibilities of the committee as in charge. All academic committees work hand in hand and carry out work successfully.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategy followed by the college is quite specific & action oriented. The time bound strategic plan developed by the college is effectively implemented & supported with appropriate strategies, governed on the principles of participation & transparencies.

The teaching learning process focuses on empowering the students to reach greater heights of educational excellence. On time completion of academic syllabus, engaging students in academic, extracurricular, enhancing various teaching skills, internship exposure in various schools. Special focus is given on developing the areas of the teacher training programme such as, Perspective in Education, Curriculum and Pedagogic Studies, Engagement with the field.

The college has the good practice of regular meetings under IQAC decides the strategic plans & issues. It is well planned in the academic calendar, annual plan and minutes of the meetings.

The college undertakes to fulfill the Plan of Action, prepared by various committees as per the needs. Teachers focus on constructivist approach wherein Flipped classroom strategy, Cooperative strategies are implemented for teaching learning process. From the strategic plan, **Enhance Teaching Learning** has been successfully implemented since its adoption and continuously worked on to keep updated with the changing times. Teachers upgrade their skills and this can be evidenced from several faculty development programs.

Institution provides professional development opportunities to students of the institution as well as educators. Teachers adopted the use of an effective online classroom management platform to upload notes, assignments, and manage other learning logistics and material for the students during Covid-19. Apart from this, **teaching learning includes collaborative methods both online and offline.**

Blended learning has become a default since the pandemic and students have been exposed to this and seen its effectiveness on a firsthand basis. Teachers **encourage collaborative and constructive learning** by using think-pair-share, group discussion activities in the teaching learning process to ensure that students are active participants in the teaching learning process rather than just passive listeners. Developing the broad range of skills required as a teacher is an ongoing process. Right after the admission students are randomly distributed equally for mentoring. Further all the teachers have a discussion in their mentor-mentee group and analyze the students based on discussion. After the conduct of tutorial examination, the academic scores are analyzed, students with highest academic scores are club together. Students who have less academic score are club together for remedial teaching. The objective of this group is to motivate all students with academic less score to improve in academic score and to target 100 percent academic result. A comparison of tutorials and prelim results are done to check if improvement as worked out as per plan and if yes, how much improvement is achieved.

It helps to plan further targets and plan of action. Evidence of the success of the above average, average students and below average students is evidenced through in university exam and we have recorded 100

% record.

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

6.2.2

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

Response:

Institution follows the process given in policy for effective and efficient procedures of administrative set up, appointment, service rules and procedures. Institution publishes advertisement in newspaper for any recruitment, applications are invited for the posts, interview letters are issued, after successful interviews demos are observed, if final selection is done then joining letter and appointment letter are issued to the candidates.

Planning and Development

The Planning part is completely done with the assistance of the technology. The Micro plans of teaching are prepared in the beginning of the year which is shared with students through what's app common group and displayed on the notice board. Institution uses What's App, Vriddhi Software, Google Classroom to share notes, PPT's, micro plans with students.

Administration

Institution's administration is done mostly through e governance. The monthly reports comprising of Faculty Performance Report, Teaching Report, Attendance Report, SDP (Service Desk Plus) Report, Weekly Activity Report, Mentoring Report etc. are shared with the Management through a Google Drive.

Finance and Accounts

Finance and Accounts are maintained in the Tally Software. The periodic audit is carried out and the reports are prepared.

Students Admission and Support

Students Admission takes place through CAP Round. Various form filling processes, University mandatory documentation work is done through the technology. Counselling cell and admission committee help students for the admission process.

Examination

One of the academic objective is to increase the no. of students in distinction. Immediately after the admission of the students they are categorised in mentoring groups. Further classification is done after the tutorial exams based on their scores. Students who score below 50% of marks are separated for Remedial Teaching. Teachers give commitment and match the marks of the same students after Prelim Exams and make the plan of action for further improvement of students. Tutorial Exams, prelim examination, evaluation through seminar is regular practices used under examination. University question paper solving, revision, remedial teaching and feedback enable for achieving good results.

Grievance redressal mechanism

Institution has grievance redressal mechanism is which is helpful for students and teachers as well.

IQAC

IQAC of the Institution conducts meetings at least twice a year, wherein committee members recommend to college for improvement in all respect such as teaching learning process, conduction of any conference or seminar.

Anti-ragging Cell

Institution follows all required steps in conducting anti-ragging activities such as selection of Nodal Officer, anti-ragging cell, etc. All faculty members are part of anti-ragging cell and one faculty plays the role of nodal officer who conducts the orientation session, for spreading awareness in students.

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

6.2.3

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

1. Planning and Development
2. Administration
3. Finance and Accounts

- 4.Student Admission and Support**
5.Examination System
6.Biometric / digital attendance for staff
7.Biometric / digital attendance for students

Response: A. Any 6 or more of the above

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

6.2.4

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

Response:

Various Committees are formed at the beginning of year to carry out the decisions such as:

IQAC Internal Quality Assurance Cell, Discipline, Library, Practice Teaching and Internship, Examination, Co-curricular Committee, Placement Cell, Excursion Committee, Sports Committee, Guidance & Counseling Cell, Admission Committee, Alumni Committee, Administration and Accounts Committee, Anti Ragging Cell, Vishakha Cell/Internal Complaint Committee, Grievance Cell, R.T.I. Cell, Magazine Committee, In IQAC meeting it was decided that to conduct Online classes from 22nd March, 2021. It was decided in the meeting that for placements of the Batch 2019-21 interviews will be conducted online by various schools because of the lockdown.

IQAC

The IQAC meeting endeavors to promote academic excellence, infrastructural development, prepares a comprehensive development plan for the institution, teaching activities, academic calendar, co-curricular activities, training programs, prepare the annual report etc.

Institution has been a quality conscious in all its actions and dealings. It has been the uppermost concern and thrust, and its motto. The IQAC of institution in keeping with its objectives strives towards quality enhancement of all aspects of the institution and prepares, plans, and promotes measures for improved functioning of the institution. The IQAC takes several initiatives such as: Preparation of the academic calendar.

Carrying out Academic audits

Feedback collection and analysis (Students)

Feedback collection and analysis (Teachers)

Anti- Ragging Cell

Institution has an anti- ragging cell to cater to the safety and welfare of the students. The committee comprises the Nodal Officer, Principal and faculty members in it. The objectives of the cell are to be vigilant and prevent incidences of ragging, educate the students and create a positive environment in the institution. Anti-ragging affidavits are filled by all admitted students at the beginning of each year of the course.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare measures for teaching and non-teaching staff.

Employee welfare comprises of facilities and benefits that are provided by management for the advantages or comforts of an employee. The college provides various welfare facilities to its employees. The objectives of employee welfare is motivation and appreciation of performance of employees.

The list of existing welfare measures for teaching staff and non-teaching staff are as follows:-

- R.O. are installed at both the coolers, available in the college for providing pure and safe drinking water to the staff and students. Maintenance of RO has been done by management at regular intervals.
- College has spacious staff room along with separate washrooms for ladies and gents. There are Two computers and one printer along with Wi-Fi connection.

- Teal/coffee is provided to the teaching and non-teaching faculty twice a day by the management.
- For encouraging the faculty towards research and development, the college permits the employees to attend national, international conferences, seminar and workshops, University related work, Moderation Committee, CAP by sanctioning them duty leave. To regulate the condition of newly parents, maternity and paternity leave (ML, PL) is granted to females and male staff respectively. Both the leave is provided in accordance to law. It is permissible per year Twelve Casual Leave (CL) for all the teaching staff and non-teaching staff. All the faculty are given Ten sick leave (SL) for a year with medical certification from the doctor. Non-teaching staff are given 30 days Earned Leave (EL).

Vacations and university notified holidays are given along with summer and winter vacations to teaching staff.

(1) Summer vacation leave of 30 days – for Teaching Staff and 10 days Peons, Sweepers & Gardeners.

(2) Diwali vacation leave of 15 days – for Teaching Staff and 5 days – for Peons, Sweepers & Gardeners.

- Peons and sweeper are given the uniforms (2 pairs), and shoes by management.
- First aid box is readily available in institute. In case of any medical emergency the staff can avail the services of **Vinoba Bhave Civil Hospital, Silvassa**.
- Separate, spacious parking facility is available in the campus for teaching and non-teaching.
- All non-teaching staff are covered under provident fund act. The benefit is as per the SSRMT Rules. Awareness program for non-teaching staff are organized such as guidance and counseling, etiquettes, healthcare issues, disciplinary behavior, etc.
- The institute believes in continuous improvement in the teaching process and upgradation of faculty knowledge. To enhance the teaching faculties skill, “Development Program are organized” in house. Encouraging for higher studies/ upgradation and profile of the college encourages the faculty for NET, SET, Ph.D., and other qualifications. Also motivates for publication of research papers in reviewed, referred UGC care listed journals. Teachers are given vridhhi training.
- CDC, IQAC, Planning, Discipline etc.. are established for smooth working of the college.
- MOU’s with various schools and Hospital.
- Principal undertakes periodic meetings for staff development

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

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

Response: 7.69

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

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

Response: 10

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	02	06	01

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

6.3.4

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

Response: 5.13

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

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

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

SSR College of Education works for the development of students as well as for the staff. The college has a mechanism to monitor the multiple activities of the faculty members and to evaluate their performances through Performance Appraisal System. Annual Performance Appraisal is carried out to review employees job performance and over all contribution to the institute. Teachers have to submit the filled format for yearly performance appraisal to the principal.

Different performance dimensions are considered for teaching, non-teaching and supporting staff based on their job description. Self-rating method is used at the institutes wherein performance appraisal form is filled by staff themselves. The principal along with IQAC collects students' feedback on teachers' performance. Information thus collected analyzed by the authority. Accordingly, the performance of respective faculty is appraised. The massive objective behind performance appraisal is performance environment and professional growth.

Performance Appraisal of Teaching Staff

The key aspects are: -

- Academic records
- Participation in seminars/ conferences/ FDP's
- Contribution in co-curricular, Extracurricular activities
- Students, Peer, Principal feedback
- Innovation and creativity
- Job knowledge & skills
- quality work

On the above-mentioned criteria teachers fill their self-appraisal form and then principal interacts with

each faculty. Mainly the efforts are appreciated and guidance is given for further improvement in required areas.

Performance Appraisal of Non-teaching staff

The key aspects are: -

- Performance
- Maintenance
- Job knowledge and skills
- Discipline
- Quality of work

For non-teaching appraisal, self-rating and principal rating has been considered. This helps them to understand expectation of principal and improvise their performance in the coming year

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institute submits the yearly budget to the management regarding the expenses for the year. Taking into consideration, the operational requirement, future plans and the estimated receipts in the form of fees collected from the students, the budget is prepared.

To meet the certain recurring expenses of the month, a fixed amount of funds are sanctioned as per the

managements policy. The accounts along with the bills and vouchers are submitted to the management at the end of the month. The following months funds are sanctioned only after scrutinizing and verifying all documents submitted with the account details of previous month. A separate file is maintained for monthly expenses. A separate proposal is submitted to the management for approval, in case of any additional funds if required. The institute makes cash payments only as per the policy from the monthly sanctioned amount. All other payments are made through cheque and NEFT/RTGS.

The institution maintains the proper documentation for the payments and receipts. Tally ERP software is used for maintaining the records. The LDC takes care of the details, of the transactions, whether they are updated timely and the same is verified by the trust's authorized chartered accountant firm twice in the year. During the course of Internal Audit, all required steps are taken to regularize the accounts and to obtain confirmations for the credit balances. The documentary evidences are collected whenever inadequate payments, compliance of TDS and Statutory Formalities and Reconciliation of unit wise balances with the control Accounts and bank Reconciliation. The copy of the internal audit report covering all matters related to maintenance of accounts is preserved.

The institution has a system of yearly auditing of its books of accounts through external auditor.

The trust has appointed qualified CA firm that conducts quarterly reviews of the accounts and also provides expert guidance, suggestions at all stages. Every year the accounts are further reviewed and finalize by external auditors and audited financial statements are prepared. An external auditor is appointed by the college who performs an audit of the financial statements of the college. This year external audit is done by the statutory auditors in the month of April. External auditor verifies all receipts and expenses bills, payments of the financial year.

After the audit the CA finalizes and generates the audit report of the year and issue of the certificate duly signed by B.A. Desai & Associates, CA.

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

6.4.2

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

Response: 0

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

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

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

6.4.3

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

Response:

Being private college, the salaries of the staff is provided by the SSRMT, and other college funds. Students tuition fees also contribute to the funds. As per the fee fixation committee, the allocated fees for B.Ed. course is Rs. 77,400/- but the college takes Rs. 55,000/- only. A special provision is given to students who are facing difficulty in Paying the college fees at a time, i.e. the such students are given the facility of paying the fees in installments.

The institute has adopted an appropriate system towards the effective and efficient utilization of the financial resources. **The annual budget is prepared wherein the expected income and probable expenditure of the year is mentioned.** The institutes direct income is fee collected from the students. A major part of the institute's income is directed towards the payment of salary to the staff. Adequate amount of funds are allocated for effective teaching practices for which institute provides free daily dairy, ID cards, 3 to 4 teaching related booklets in the beginning of the year itself. Funds are also allocated for student development and welfare activities that include orientation programs, FDP programs, guest lectures, industrial visit, field visit, days celebrations, various curricular/co-curricular activities, sports complex-provision for indoor and outdoor games, open gym facility, tree transportation fresher's, farewell, vision, sports day etc.. to ensure overall development of the students. Library is one such area that requires constant enhancement. Hence, appropriate funds are allocated for the purchase of books, newspapers, renewal of journals and magazines. Adequate amount of funds are allocated to meet

the operational petty expenses. Further, the funds are utilized for the regular maintenance and development of infrastructure facilities at the institute. If any additional physical or financial requirement occurs, the institute puts forward the request/proposal to the management for the procurement of the same. After the proper analysis regarding the vendor selection on the basis of quality, price, terms, conditions and quotation received from minimum 3 suppliers, the purchase is initiated. Further the purchase order is raised and the payment is done only after fulfilment of the order with satisfactory norms.

The institute also tries to identify the availability of references with the other colleges within the campus. If the resources are available & can be shared, appropriate arrangements are made. Thus, it leads to effective resources utilization. Example Library facilities, auditorium, PA system etc.

The entire campus focusses in providing well maintained green campus, pollution free, plastic ban, tobacco free and smoking ban zone. The institute plays a vital role in inviting various schools across Silvassa under placement drive. All the SY students are recruited before the completion of final exams.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC cell was established on 26.6.2017 with objectives of strengthening the quality system that the college since its inception and to promote measures for quality enhancement. The IQAC committee is formed and approved by governing body to take care of quality assurance strategies and processes. The institute is committed to continually improve the infrastructure, enhance the faculty competencies and empower the students strategic. The IQAC enables the college to focus on this mission. Parameters related to the enhancing of the quality of the institution like workshops, seminars, conferences, paper publications, innovations in teaching. Feedback system, mentor-mentee system, SWO programmes, orientation, day celebrations and more considered after the approval of IQAC committee.

Three examples of best practices implanted as a result of IQAC initiatives.

1. Students Feedback System:

Aim: To strengthen teaching learning process by bridging the communication gap between students and teachers.

The feedback is taken through offline feedback system once a year. Students provide on the announced date. They are provided entire with questionnaire or parameters with the rating scale which mainly focusses on teaching learning process. After collecting the feedback, the report is submitted to IQAC coordinator and the principal. The principal then discusses the report/feedback with each faculty members. Based on the feedback report guidance, counselling and suggestions, appreciations are given by the principal so as to enhance the quality initiatives and maintain the high-quality education. Faculties always keep in mind the self-assessments to ensure the IQAC's efficient functioning as well.

2. Mentor Mentee System:

The college has initiated the policy of mentor-mentee system, to provide support and assurance to students for academic and other related issues. At the beginning of the academic year F.Y. B.Ed. students are allocated to mentor based on the roll numbers given. Equal ratio of students to teachers, i.e.; total no. of students divided by no. of teachers. Mentors then interact with the allotted mentee personally and tries to know and understand their academic, non-academic needs, strengths and weaknesses. Mentor also categories mentee in the criteria of advanced learners, slow learners or else above average, and below average based on the interaction of performance of students. If the problem is not resolved. Then the mentee is redirected to higher authority – Principal. In this way thought the course, the mentors support the mentees to upgrade, improve and direct towards quality enhancement.

3. Board of Student Development: -

Under the guidance and support of SPPU, our college for the quality assurance under IQAC has taken up to conduct progression under Board of Student Development. Our college has Board of Student Development committee. The committee is constituted under IQAC, and the committee plans various activities for students' quality enhancement. The student development officer plans the activities for the year and after discussion in IQAC meeting the sanction is given to conduct the activities for the students.

Various activities conducted under Board of Student Development are as follows: -

1. Savitri Mahotsav

2. Nirbhaya Kanya Abhiyan

3. Cultural Exchange / Workshop

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

6.5.2

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

Response:

The college reviews and assesses teaching-learning process from time to time. There are different bodies which evaluate and assess teaching learning. The following bodies and mechanisms are in place to keep a tab on the teaching learning process.

Internal Quality Assessment Cell (IQAC):

IQAC is one such body that evaluates teaching learning atmosphere in the college. The IQAC uses the following tools to assess and redeploy teaching learning from time to time:

Feedback:

Collecting the feedback is the job of IQAC that helps it to keep tabs on the teaching learning process and overall institutional academic functioning.

Annual plans for theory courses:

The IQAC has introduced annual plans for the faculty to be developed and teaching accordingly according to the stated PLOs/CLOs. The annual plans encourage teachers to use multi-modes teaching, integrating ICT in their theory classes.

Development of criteria manual for school engagement:

Since the school engagement/internship has been made deeper and wider therefore IQAC took on itself to enable faculty, students and schools to have a clear understanding of what and how of school internship. This is a significant document enables the institution to monitor the teaching learning process.

Practice teaching committee:

This committee is in-charge with the responsibility to develop material for school internship so that students and faculty are not at loss of what materials to consult as far as lesson planning and microteaching is concerned. The following booklets have been developed by this committee to aid and

facilitate the teaching learning process:

1. Micro Teaching booklet
2. Integration
3. Simulation
4. Teaching Competency – II
5. Practise Teaching
6. Internship

The committee reviews the earlier editions and comes out with the new editions according to the needs of the students. These manuals are a significant help to the faculty, students and schools to monitor and address the school internship in its pre-practice and practice mode.

Teaching Learning Process:

Being a Teacher Education Institution, focus is on continual improvement of Teaching Learning and Evaluation. Following the syllabus prescribed by the University, subjects are distributed in a formal meeting and as per the interest and expertise of the faculty. Immediately after that, annual plans are prepared, which considers the lectures for Teaching, revision Session, Assessment Session, Remedial Teaching, University Paper Solving, Extra Topic covered and Topic Identified for Guest Lecture. The PPT are shared with the students, hard copy in the library. Every faculty maintains a course file which includes annual plans, Syllabus, question bank, hard copy of the notes and attendance sheet of the students. All the lectures are conducted following Flipped Classroom, cooperative strategies and various teaching methods. Periodic class observation, IQAC meetings, Academic Calendar, mentors’ reports, beginning entry level assessment and end students’ feedback, mentor mentee is recorded.

Teachers Diary is maintained to strategize the course.

Internal Quality Audit is carried out quarterly in a year, Surveillance Audit is carried out by external agencies twice a year. Through Management review meeting periodic review of the working of the system is taken and communicated to the management.

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

6.5.3

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

Response: 7.2

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

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

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

Both in academic and administrative domain incremental changes have taken place in last five years. The college works with zeal to provide quality education to students for which constructive changes have been incorporated.

1. Academic Initiatives: -

1. Wi-Fi facility is available.
2. Seminars, GD, Tutorials, field visits are conducted.
3. Daily diary is initiated for students and teachers.
4. Weekly time table includes curricular and co-curricular activities.
5. Different types of approaches/ methods/ Teaching are used for teaching learning process.
6. Faculty are encouraged to use better E-learning resources like Google & You-tube.

Students are encouraged for participative approach. Students are sent to internship to have a better understanding of the actual teaching and handling the students.

2. Examinations & Evaluation: -

1. CBCS is the system of Evaluation.

2. CCE is initiated to reduce the stress of examination among students and enhance professional capacities.
3. Remedial sessions are conducted for slow learners in order to improve their performance. Supervised tutorials, are conducted to get habituated to write the university pattern question paper.
4. All the internal examination results are displayed on the notice board for transparency.

3. Research and publications: -

Students of S.Y. B.Ed. are systematically oriented for 210-Basics of Research.

4. Events and Activities: -

Cultural department prepares tentative planning of the academic year, about the days to be celebrated.

5. Personality Development Program: -

- Increase in the number of FDP as a part of training.
- Increase in visits to different schools for practice teaching and internship.
- Increase in number of industrial visits, botanical gardens.
- Initiated assembly activities.
- Weekly glimpses of activities are portrayed in the form of photos and videos.
- Students having 100% attendance are congratulated and their names are accomplished on the notice board monthly.
- Weekly time table is prepared to keep flexibility.
- PG lecture series are conducted for the S.Y. B.Ed. students.

6. Training and Placement: -

1. Initiated mock interview for the students to strength at placement activity.
2. Resume / CV / Biodata building workshop organized for the students.
3. Multiple no. of teaching skills, different methods/approaches strategies are learnt and practiced by student-teachers.

7. Human Capital: -

1. Enhancement of Academic Qualification of the faculty members.
2. Increase in research publications amongst staff.
3. Increase in attending / participating in FDP's / seminars / conferences.
4. Faculty members are encouraged to visit various schools to improve the connectivity with the as well as enhance practical knowledge.

5. Activation of mentor-mentee system.
6. Offline and online feedback system is taken from students.

8. Administrative Initiative: -

1. Installed CCTV camaras.
2. Biometric system for Employee and Students.
3. The various activities/functions are divided into committees to ensure delegation of authority and responsibility.
4. Incorporated the system of taking feedback for the progress.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Response:

The college put efforts for raising awareness about sustainability, energy savings, and greenhouse gas inventory metrics to our students. Involvement of students in the energy savings projects is an excellent opportunity to build student support around campus sustainability. Energy improvements occur mostly due to vision so raising awareness of these projects can hold real benefits, including encouraging desired behaviour on how a campus building can be used to contribute to a carbon footprint reduction goal. Rising utility rates are generally a fact of life.

The college always focuses on energy conservation which is reflected in and around surroundings and in the behaviour of the staff and the students. During the orientation program under the area of discipline and etiquettes students are instructed to reduce the wastage of energy. Value of saving electricity is inculcated among the students in formal as well as informal practices.

SSR College of Education, Saily, Silvassa, has adopted Energy Conservation Policy for an “Environment of educational excellence” to promote environmental sensitivity and consciousness for holistic development of students, The college aims to reduce energy consumption comprehensively, to develop an environment that is consistent with a safe, secure, and Eco-conscious campus community. In the policy, energy conservation will be accomplished by developing proactive effect and motivation for providing energy efficient, responsible, and cost-effective operations on campus.

Energy Conservation Practices:

- The college has developed a plan to save energy at the campus level with the installation of solar panel at the boys hostel, girls hostel and principal quarters in the campus. Solar panel is obtained from the sun’s radiation and it can be converted to electricity or heat. It uses renewable source of energy continuously available to meet considerable degree of power requirement, thus subscribing to Environmental Sustainability.**
- Our Energy conservation practices include the College replacing tube lights with LED tubes, LED bulbs being the most energy efficient lighting option. LED tubes use 75% less electricity than incandescent tubes (Energy Star). LED tubes last about 25 times longer than traditional incandescent tubes.**
- Energy conservation practices and eco-friendly habits are inculcated among students and staff through cautioning them about simple things which are really effective to reduce Electricity Consumption like students and staff turning off all lights, appliances and electronics not in use. In the college building Sign boards are placed at switch boards giving**

instructions to turn off the electricity when they are not in use. Staff and students are motivated to use ecofriendly vehicles for transportation like using bicycles and E- vehicles.

Save Energy TIPS Followed in the College

- **Turning off unnecessary lights and avoiding unnecessary use of fans.**
- **Turning off the computers not in use.**
- **Avoid the use of unwanted and decorative lighting.**
- **Use LED bulbs.**
- **Keep lights off in auditorium halls, classrooms, library, laboratories, seminar halls etc. wherever they are not in use.**
- **Unplug appliances not plugged into power strips such as smart boards, computers, air conditioners, printers, and chargers etc.**

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

7.1.2

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

Response:

Response:

SSR College of Education, Saily, Silvassa, always tries for sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching employees, students, as well as visitors.

The College has an ethical duty to ensure that waste materials of the campus are removed or disposed with responsibility. We use proper waste segregation mechanism at the campus. The purpose of the policy is to facilitate implementation of the action plan for active promotion of transfer and use of cleaner technologies as per solid waste Management Rules inaugurated by the Government in 2016.

Solid Waste Management:

Dustbins for dry and wet waste are arranged separately in the Institute. In the campus also dustbins are placed. Students as well as staff are instructed to use dustbins separately for wet and dry waste. Waste from canteen and hostels (girls & boys) are also collected separately. All are

encouraged to use dustbins by boards and slogan displayed in the institution and the campus. Dry and wet wastage are collected by the vehicles of government separately on regular basis. Newspapers and old records are accumulated and given to the scrap dealer. Use of plastic bags is prohibited in the campus.

Liquid Waste Management:

In the campus, well managed underground drainage system is present. Regular maintenance of the drainage is undertaken to avoid any kind of logging. All the drainage lines and waste water lines are directly connected to the Gram panchayat drainage system. So, any kind of pollution is strictly avoided.

Biomedical Waste Management:

Separate dustbin is kept to collect bio medical waste like mask, used material from the first aid box, sanitary napkins from girls hostel and the college etc. These wastage materials are handed over to the Government vehicle for the proper disposal. All the students and staff members are instructed for the proper biomedical waste management.

E-Waste Management:

The Institute believes in reusing the e-waste until it is dead and scrap. Old monitors and CPUs are repaired and reused. The waste materials are treated as scrap and kept in the central store and disposed as per the policy of Institution.

Waste recycling system and Vermi- Compost

There is a provision of pit in the campus where organic waste is dumped. After the process of decomposition, the manure is produced which is utilized in the gardening to nurture the flora of the campus. Gardeners of the campus take care of this recycling system.

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

7.1.3

Institution waste management practices include

- 1.Segregation of waste**
- 2.E-waste management**

- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: B. Any 3 of the above

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

7.1.5

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

Response:

Response:

The Trust and the college are committed to maintain cleanliness, sanitation, green cover and providing a pollution free healthy environment through the following activities:

Cleanliness

- **Dustbins for dry and wet waste are arranged separately in the Institute. In the campus also dustbins are placed. Students as well as staff are instructed to use dustbins separately for wet and dry waste. Waste from canteen and hostels (girls & boys) are also collected separately. All are encouraged to use dustbins by boards and slogan displayed in the institution and the campus. Dry and wet wastage are collected by the vehicles of government separately on regular basis. Newspapers and old records are accumulated and given to the scrap dealer. Use of plastic bags is prohibited in the campus.**
- **Adequate number of support staff and sweeper are employed to maintain cleanliness in and around the college.**
- **Our campus is made plastic free campus. The use of plastic bags is prohibited in the college and the campus. Sufficient dustbins are placed in the appropriate places and sign boards regarding cleanliness are also displayed.**
- **The college is trying to reduce use of paper in the campus. Data regarding salary, TDS, attendance, admission process, online teaching learning during COVID-19 etc. have been digitized which leads to lesser use of paper.**

Sanitization

- **Adequate number of support staff and sweepers are employed to maintain cleanliness in washrooms and the whole college as well as campus.**
- **Cleaning of each and every area of in and around the college is done on daily bases.**
- **Soap, handwash, sanitizer and dustbins are placed in all the washrooms regularly.**
- **Sanatory pad vending machine is available in the campus.**

Green and pollution free healthy environment

- **Variety of flora and fauna are flourishing in the campus.**
- **Activity of tree plantation is done every year by the students and staff.**
- **Students and staff are motivated to use bicycle and e-vehicles in order to reduce pollution to maintain carbon free environment.**
- **Vehicles of students and staff members are not allowed in the campus. They have their respective parking areas of parking which are completely under the control of campus security force.**
- **Pedestrian friendly roads are maintained in the campus.**
- **Provision of exhaust fans and proper ventilation are made in the college.**
- **The whole campus is 'No Smoking' and 'No Tobacco' zone.**
- **Providing bus facility to minimise use of vehicles which leads to less pollution.**
- **Bird feeders are placed in the campus.**
- **Use of plastic bag is strictly prohibited in the campus.**

- **The college is located in the rural area and free from noise pollution.**
- **During the orientation program under the area of discipline are instructed to maintain cleanliness, sanitation, green cover and a pollution free healthy environment.**

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: A. All of the above

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

7.1.7

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

Response: 10.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.1	0.4	2.3	0.4	0.5

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

7.1.8

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

Response:

Response:

The college puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges are as under:

Women Empowerment

- **Events & Guest Lectures**

Under the programs of “Nirbhaya Kanya Abhiyan” the college organises guest lectures regarding women health and women rights and other guest lectures are organized frequently. “Cultural Exchange” which are sponsored by the board of student development, Savitribai Phule Pune University, Pune.

- **Safety and Security**

CCTV cameras are installed for vigilance and security in the whole campus. Campus strictly manages the entry and exit point through its security service guards. Suggestion box is installed at the college. Institute has online message facility through which students and teachers can lodge their grievance and complaint. Special amenities are provided for girl students such as girls' common rooms and sanitary napkin vending machine in the campus. Separate and adequate number of washrooms for girls and boys are available.

- **Counselling**

Institute has provision of counselling cell to help students in managing stress and solving their academic as well as personal problems. Even the Trust has facility of SSR Guidance and Counselling Cell which conducts activities like awareness about disease, mental health etc. The college has Mentor- Mentee System wherein individual and personalized counselling is provided to all the students.

- **Common Room**

Spacious and well-maintained common rooms are provided separately for boys and girls. It provides space for socializing and having break time. The room has facility of locker and indoor game facility of table tennis, carrom and chess.

Ecology

The other area of concern is ecological. The college campus is located in the lap of mother nature. The UT of Dadra Nagar Haveli is blessed with the lush green reserved forest area of about 40 % of the land area. The institution is conscious for its ecological responsibilities by conducting activities concerning our fragile ecology such as No-Polythene zone, cleanliness, tree plantation, field visit etc.

3. To promote peace and non-violence.

The college includes various events and celebrations in the annual calendar regarding inclusive environment. Importance of various days are mentioned and discussed in the morning assembly. Various competitions, day celebrations and festivals are organized throughout the year.

4. Community Practices

- The College organises social service in form of various activities such as cleaning public area and social activities by the students in the different schools during practice teaching sessions.
- The institute has donated educational kits to children of all the primary schools of U.T. of Dadra and Nagar Haveli. And provided food to school children.
- The assistant professors of our college frequently go to different schools to give lectures for the events under SSA such as 'Beti Bachao Beti Padhao Abhiyan', 'Maa Beti Mela' etc.
- Facility of Free ship is provided to all the students every year in order to reduce economic burden and to support tribal students. And support the needy students for fees through

help of bank.

- **The institute provides facility to play cricket to industries in and around.**

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Response:

Best Practices: 01

Title: Free ship

Free ship is a form of scholarship provided by the institution to all students. Under this provision fee of the course is reduced than the approved fees fixed by the Fees fixation committee of U.T. of Dadra and Nagar Haveli.

Goal/Objective:

1. To support tribal and rural students.
2. To instil motivation among all students for higher education.
3. To reduce economic burden & serve for the social welfare.

The Context:

To motivate all students and to support tribal & rural students, the institution is providing free ship to all students every year. Every year fees are reduced.

The Practice:

The management is providing free ship to all students admitted in B.Ed. course since 2014 to reduce economic burden on students. All students have availed free ship of Rs. 15,400/- in the A.Y. 2018-19 and Rs. 22,440/- since A.Y. 2019-20. The fee structure is displayed on the college website and notice board. Also Students have provision to pay fees in installments.

Academic Year	Free ship (Rs.)	No. of students availed free ship
2022-23	22,440/-	100
2021-22	22,440/-	95
2020-21	22,440/-	95
2019-20	22,440/-	100
2018-19	15,400/-	100

Evidence of Success:

It encourages the students towards higher education. Students and parents felt relief. The facility of free ship provided an opportunity to tribal and rural students for the higher education. Students and parents got support in pandemic situation. Ultimately many students are able to lead a better life.

Problem encountered and resource required:

The college faced difficulty to balance profit and loss statement in financial audit. Institution bears economic loss for the sake of social welfare.

Best Practices: 02

Title: Placement Drive

The college has active placement cell since the beginning. It plays a role of bridge between students and employers.

Goal/Objective:

- 1. To provide platform for job opportunity for students and alumni.**
- 2. To establish and maintain school –college relationship.**

The Context:

Placement Cell has tie up with different schools in and around Silvassa. Every year placement cell conduct campus interview at the end of academic year.

The Practice:

Campus interview is scheduled by placement cell. Schools are asked to provide a subject wise list of required teachers. Principal/representatives from the various schools come for campus interview as per schedule. All the interviewers and interviewee are provided with all the facilities and refreshment. After the interview the placement cell receives the list of selected candidates from the various schools and students are informed to approach the respective schools for the further procedures and to submit the appointment letter to the college.

Evidence of Success:

The students are motivated to take admission in B.Ed. Connecting link between stakeholders is built. Students get better job opportunity. Tribal and rural students also get employability and bright career. Ultimately many students can lead a better life.

Problem encountered and resource required:

The college faces difficulty when the same trainee is selected by more than one school. It is difficult to fulfil the requirements of all the schools.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Response:

1.

MH- CET & ELCT is the common entrance test conducted by CET cell of the state government of Maharashtra for the admissions in B.Ed. program. Every year our college conducts an orientation program free for all the B.Ed. aspirants in order to guide them for the preparation of the exam and to provide practice of questions usually asked in entrance exam. So, that candidates can achieve good marks in the merit. The candidates who have filled the form of CET exam are informed through calls and messages well in advance about the schedule of the orientation.

The orientation program is conducted at the college for two days which includes various sessions such as introduction to the syllabus and question paper pattern of the entrance exam, solving questions of various parts of question paper from past papers including ELCT (English Language Competency Test) paper. All the participants get practice to solve the entrance test papers and support to increase general knowledge, mental ability and aptitude in order to achieve good score in the exam. Every year students who attend the orientation, perform well in exam and come in the merit.

1. Internship session in and around the U.T.:

We conduct the practice lessons and internship program in the area of school engagement across the lengths and breadths of the U.T. Since the college drew students from the three areas that is, U.T. of Dadra and Nagar Haveli, state of Gujarat and state of Maharashtra. Therefore, school engagement programmes are conducted in all the three regions. Once the school engagement spread across all the states, the college deputed coordinators to guide the trainees for translating theory into practice. The program became quite successful, result oriented and economically convenient for the students. The college has continued this practice since the beginning. This practice going on since more than fifteen years, is one of the distinctive practices of our college.

1. Multi lingual classroom

Since the college is located in the union territory having industrial zone and surrounded by states of Gujarat and Maharashtra, people from various states are residing in the UT. Hence, students from various states take admission which leads to multi lingual classroom and ultimately multiculturalism. Even the staff members in the college represent various states of the country. So, we utilise the approaches of multi lingual classroom and multiculturalism.

1. Mentor Mantee Approach

College has made policy for Mentor -Mentee system to provide support and assurance to students, who are in role of mentee. Every teacher is allotted with the group of students which include the all-round support and provisions for all type of student needs and requirements.

1. Sign Boards for Electricity Saving

Boards for instructions to save electricity are placed at every point in the college.

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

5. CONCLUSION

Additional Information :

Our Trust is very generous and always tries to maintain the quality of Education. Under SSR Memorial Trust, we have four colleges. All are affiliated to prestigious University of Maharashtra, Savitribai Phule Pune University, Pune. Trust has established many infrastructural facilities which are used by all four colleges as sharing facility. Institutional well-equipped Auditorium is setup at SSR Institute of Management and Research. Sports Complex is shared by all colleges and the Physical Director is appointed for all colleges. For technical support Two technicians are appointed. The Administrative Office, looks after the Salary and Financial Expenditures. Financial Audit is done by CA regularly.

The trust has maintained eco-friendly, healthy and green environment in the campus. Transportation facilities, Canteen facilities, open gym, Girls Hostel, Boys Hostel etc. are shared by all colleges.

Pujari is appointed to take care of Saraswati Maa Temple by the trust.

Security Guards for college campus, Both the Hostels, Principal Quarters are appointed by the trust.

Concluding Remarks :

With the vision to develop teachers who are capable of catering local and global needs in the field of education, the college always tries to impart education of global standards by inculcating creative ability and innovation in the students of tribal area.

Our college is focusing on holistic development of students, focusing on physical aspects, language, social, spiritual, and emotional aspects. The college is committed for competency and skill development through academic curricular activities and student teachers training. Research is the back bone of Higher Education and one of our objectives is to develop research skills, promote research activities and publication of articles. Every year we organize seminars/webinars. The college is promoting research culture among faculty and grants them duty leave to attend national and international conferences. The faculties of our college are active in research.

The college provides adequate infrastructural facilities such as teaching-learning, lab activities, enrich library, cultural, sports complex for indoor games and outdoor visits for holistic development of the students. Other facilities like free bus facility for students & staff, open air gym, play fields, parking, water coolers with R.O. plants, canteen are available for the students. The Institute has other facilities suitable to achieve academic excellence.

The college conducts number of activities for students support and progression, for students' capability building and skill enhancement, different sessions are planned like session on personality development, self-defence training, Motivational yoga, session on stress management etc. The Institution has decentralized administration. The teaching subjects and committee works are distributed on the basis of their subject specialization for teaching staff. Institution maintains transparency in its functions by periodic audits, for academic, admin and library related processes.

In order to inculcate institutional values, various practices are implemented such as Energy Conservation Policy, Policy for waste management and water conservation policy for water harvesting, bore wells etc. The college is always committed for cleanliness, sanitation, green cover etc. Under community practices various events are organised. The college has implemented free ship policy for all students and employment through proactive placement cell. These are two of the best practices of our college.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : Data updated as per supporting documents.</p>
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporting documents.</p>
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p>

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	20	20	20	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	20	20	20	15

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: A. All of the above

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
 Answer After DVV Verification: B. Feedback collected, analysed and action has been taken
 Remark : Data updated as per supporting documents.

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

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

	<p>7. Multilingual interactions and inputs</p> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : Data updated as per supporting documents.</p>																				
2.2.3	<p>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</p> <p>Answer before DVV Verification : Whenever need arises due to student diversity Answer After DVV Verification: No Special effort put forth in accordance with learner needs</p>																				
2.3.2	<p>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</p> <p>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 869 1046 1003"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1081 1046 1216"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>7</td> <td>5</td> <td>5</td> <td>3</td> <td>3</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	7	7	7	7	7	2021-22	2020-21	2019-20	2018-19	2017-18	7	5	5	3	3
2021-22	2020-21	2019-20	2018-19	2017-18																	
7	7	7	7	7																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
7	5	5	3	3																	
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>																				
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 																				

	<p>4. Teacher presented seminars for benefit of teachers & students</p> <p>5. Use of media for various aspects of education</p> <p>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : Data updated as per supporting documents.</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : Data updated as per supporting documents.</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning

	<p>9. Mobilizing relevant and varied learning resources</p> <p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above</p>
<p>2.4.3</p>	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporting documents.</p>
<p>2.4.4</p>	<p>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above</p>
<p>2.4.5</p>	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Data updated as per supporting documents.</p>

2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Data updated as per supporting documents.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : Data updated as per supporting documents.</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students

	<p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Data updated as per supporting documents</p>																				
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year Answer before DVV Verification : 67 Answer after DVV Verification: 14</p>																				
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>																				
2.7.2	<p>Average pass percentage of students during the last five years</p> <p>2.7.2.1. Total number of students who passed the university examination during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1751 1046 1886"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>45</td> <td>49</td> <td>45</td> <td>48</td> <td>41</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1966 1046 2101"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>45</td> <td>49</td> <td>45</td> <td>48</td> <td>41</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	45	49	45	48	41	2021-22	2020-21	2019-20	2018-19	2017-18	45	49	45	48	41
2021-22	2020-21	2019-20	2018-19	2017-18																	
45	49	45	48	41																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
45	49	45	48	41																	

2.7.4	<p>Performance of outgoing students in internal assessment</p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year Answer before DVV Verification : 33 Answer after DVV Verification: 30</p>																				
3.1.1	<p>Average number of research projects funded by government and/ or non-government agencies during the last five years</p> <p>3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years.. Answer before DVV Verification:</p> <table border="1" data-bbox="304 712 1046 846"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 925 1046 1059"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	1	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	1	0	0	0
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0	1	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	1	0	0	0																	
3.1.2	<p>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1339 1046 1473"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1552 1046 1686"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	1	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	1	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	1	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	1	0	0	0																	
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 																				

4. Facilitating research by providing organizational supports

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	5	6	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	5	6	12

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	6	5	5	2

Answer After DVV Verification :

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

2	6	5	5	5
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3.3.1 Average number of outreach activities organized by the institution during the last five years..

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	1	8	5	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	1	4	3	4

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	35	47	27	39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	35	47	27	39

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	68	30	57	67

Answer After DVV Verification :

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2021-22	2020-21	2019-20	2018-19	2017-18
21	68	30	57	67

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
333	35	533	162	242

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	2	0	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	8	7	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	8	7	7

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

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

Answer before DVV Verification : 14

Answer after DVV Verification: 9

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

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

Answer before DVV Verification : B. Any 5 or 6 of the above

Answer After DVV Verification: B. Any 5 or 6 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.57	0.071	00	0.94	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.5	0.07	00	0.9	00

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

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

0.32	00	00	0.16	0.17
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.3	00	00	0.1	0.1

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

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

Answer before DVV Verification : 53

Answer after DVV Verification: 5

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

Answer before DVV Verification : 109

Answer after DVV Verification: 5

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

Answer before DVV Verification : 61

Answer after DVV Verification: 5

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

Answer before DVV Verification : 34

Answer after DVV Verification: 5

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

Answer before DVV Verification : 49

Answer after DVV Verification: 5

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Data updated as per supporting documents.

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

- 1. Studio / Live studio**

	<p>2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit</p> <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Data updated as per supporting documents.</p>																				
<p>4.4.1</p>	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 752 1046 887"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1.19</td> <td>1.10</td> <td>3.55</td> <td>2.04</td> <td>3.16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 965 1046 1099"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1.1</td> <td>1.10</td> <td>3.5</td> <td>2.0</td> <td>3.1</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1.19	1.10	3.55	2.04	3.16	2021-22	2020-21	2019-20	2018-19	2017-18	1.1	1.10	3.5	2.0	3.1
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.19	1.10	3.55	2.04	3.16																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.1	1.10	3.5	2.0	3.1																	
<p>5.1.1</p>	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <ol style="list-style-type: none"> 1. Career and Personal Counseling 2. Skill enhancement in academic, technical and organizational aspects 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two 5. E-content development 6. Online assessment of learning <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 or 5 of the above</p>																				
<p>5.1.2</p>	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 																				

	<p>8. Hostel 9. Canteen 10. Toilets for girls</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above</p>															
<p>5.1.3</p>	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students’ grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 5 of the above</p>															
<p>5.1.4</p>	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 3 or 4 of the above</p>															
<p>5.2.1</p>	<p>Percentage of placement of students as teachers/teacher educators</p> <p>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1832 1046 1966"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>10</td> <td>7</td> <td>27</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 2042 1046 2083"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	37	10	7	27	6					
2021-22	2020-21	2019-20	2018-19	2017-18												
37	10	7	27	6												

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	08	11	05

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	8	11	7	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	8	5	7	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	3	16	14	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	10	3	10

Remark : Data updated as per supporting documents

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

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

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

Answer before DVV Verification : A. Any 6 or more of the above
 Answer After DVV Verification: B. Any 4 or 5 of the above

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

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

Answer before DVV Verification : A. Any 6 or more of the above
 Answer After DVV Verification: A. Any 6 or more of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	5	5	7

Answer After DVV Verification :

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

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	4	6	19	7

Answer After DVV Verification :

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

6.5.4	<p>Institution engages in several quality initiatives such as</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>
7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.11183</td> <td>0.48259</td> <td>2.32281</td> <td>0.40861</td> <td>0.59591</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 604 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.1</td> <td>0.4</td> <td>2.3</td> <td>0.4</td> <td>0.5</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0.11183	0.48259	2.32281	0.40861	0.59591	2021-22	2020-21	2019-20	2018-19	2017-18	0.1	0.4	2.3	0.4	0.5
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.11183	0.48259	2.32281	0.40861	0.59591																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.1	0.4	2.3	0.4	0.5																	
7.1.9	<p>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</p> <ol style="list-style-type: none"> 1. Code of Conduct is displayed on the institution's website 2. Students and teachers are oriented about the Code of Conduct 3. There is a committee to monitor adherence to the Code of Conduct 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1498 986 1612"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>46</td> <td>50</td> <td>50</td> <td>49</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1691 986 1805"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>96</td> <td>99</td> <td>98</td> <td>91</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	50	46	50	50	49	2021-22	2020-21	2019-20	2018-19	2017-18	95	96	99	98	91
2021-22	2020-21	2019-20	2018-19	2017-18																	
50	46	50	50	49																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
95	96	99	98	91																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 2002 986 2085"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

25	25	25	25	25
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	25	25	25	25

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
45	50	49	48	42

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
45	50	49	48	42

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
45	49	45	48	41

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
45	49	45	48	41

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	46	50	50	49

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	46	50	50	49

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

Answer before DVV Verification:

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

7	7	7	7	8
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Answer After DVV Verification:

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
675779.31	680270.00	916893.58	415056.40	939813.04

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6.7	6.8	9.1	4.1	9.3