



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF

**Swargheeya Sanjibhai Rupjibhai Memorial Trust, SSR College of Education,
Saily-Silvassa
C-41511**

**Saily Silvassa
Dadra And Nagar Haveli
396230**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	Swargheeya Sanjibhai Rupjibhai Memorial Trust, SSR College of Education, Saily-Silvassa Saily Silvassa Dadra And Nagar Haveli 396230	
2.Year of Establishment	2007	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	7	
Permanent Support Staff:	8	
Students:	100	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">1. The one and only one teacher training institution in Saily-Silvassa region established in 2007 by Swargheeya Sanjibhai Rupjibhai Memorial Trust with the vision of providing healthy environment for all round development of the people and imparting qualitative and valuable services in the field of teacher education.2. Free transport facility for students and staff.3. Establishment of Early Child Care Center for children of married student and staff.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 19-12-2023 To : 20-12-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. REKHA AGRAWAL	FormerProfessor,CENTRAL UNIVERSITY OF SOUTH BIHAR
Member Co-ordinator:	DR. DIVYA SHARMA	Professor,Indian Institute of Teacher Education
Member:	DR. DR YASHOVARDHAN G SINGH	Principal,Arts Commerce College Yeoda
NAAC Co - ordinator:	Dr. Jagannath Patil	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Planning
1.1.1 QIM	Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas
1.3.2 QIM	Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.
1.3.3 QIM	Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme
1.4	Feedback System

Qualitative analysis of Criterion 1

The SSR College of Education Saily-Silvassa was established in 2007 and is affiliated to Savitribai Phule Pune University, Pune, Maharashtra. The college is being managed by SSR Memorial Trust Saily-Silvassa and recognized by N.C.T.E. to one unit of B.Ed. programme. Being an affiliated institution, the college follows the curriculum prescribed by the Savitribai Phule Pune University. Though the college has restricted liberty in terms of course revision they provide suggestions and feedback to the University for Curriculum Modification. Further the college invites suggestions and comments every year from the stakeholders.

In each year, before the commencement of the academic session, the college organises orientation meeting of the staff with the help of staff council. Organization of workshops and conferences by the institution is also the part of planning and reviewing the curriculum. The college also invites external experts to ensure quality of education and objectivity in the teaching-learning process.

It is observed that the college transacts the university prescribed curriculum and has defined programme and course learning outcomes based on the objectives given by the university. An induction/orientation programme is organised for the incoming students at the start of the academic year to acquaint the students about the programme and college policies and practices.

Curriculum Development Committee conducts mid-term review of the curriculum and the college then plans for remedial teaching based on the inputs by the committee.

The college integrates local contexts in the curriculum through local field visits to industries like Navneet Industry and Man Foods industry. A multilingual approach is used by the teachers in the classrooms.

The college make efforts to integrate cultural values through local traditional cultural practices of garba etc. The Institution also organises various workshops for enhancing the professional competencies and celebrates days to instil values. Some initiatives include sessions on 'Role of women in changing society' by Geetaben

& Surekhaben, 'women's Rights' by Adv. Padmaja Deshpande & Ad. Urvashi Parma, 'Pursuit of inner self excellence' by Mr. Mohandas Hegade, 'Designing Your Life' by Shri. Limesh Parekh and 'Spiritual talk -peace of mind & body', 'Designing Your Life' by Shri. Limesh Parekh and 'Spiritual talk -peace of mind & body' etc.

The institution familiarised the pupil teachers with the diversity in India by giving information through theory papers, different pedagogical subjects, visit of different schools and community. In the college the in-house innovative lessons expose the students to national and international perspectives. A well designed curriculum helps the students to understand the interconnectedness of various learning engagements. The college is making efforts to develop teaching skills in students through micro teaching, integrated teaching and simulated teaching.

The students acumen and consolidate professional expertise through their participation in various educational events and programs outside the college.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Honoring Student Diversity
2.2.1 QIM	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..
2.3	Teaching- Learning Process
2.3.1 QIM	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
2.3.5 QIM	Continual mentoring is provided by teachers for developing professional attributes in students
2.3.7 QIM	Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..
2.4	Competency and Skill Development
2.4.8 QIM	Internship programme is systematically planned with necessary preparedness..
2.4.11 QIM	Institution adopts effective monitoring mechanisms during internship programme.
2.5	Teacher Profile and Quality
2.5.4 QIM	Teachers put-forth efforts to keep themselves updated professionally through <ul style="list-style-type: none"> • In house discussions on current developments and issues in education • Sharing information with colleagues and with other institutions on policies and regulations
2.6	Evaluation Process
2.6.1 QIM	Continuous Internal Evaluation(CIE) of student learning is in place in the institution
2.6.3 QIM	Mechanism for grievance redressal related to examination is operationally effective
2.6.4 QIM	The Institution adheres to academic calendar for the conduct of Internal Evaluation
2.7	Student Performance and Learning Outcomes
2.7.1 QIM	The teaching learning process of the institution are aligned with the stated PLOs and CLOs.
2.7.3 QIM	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
2.7.5 QIM	Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.
2.8	Student Satisfaction Survey

Qualitative analysis of Criterion 2

To identify different learning needs of students at entry level and their level of readiness to undergo professional education programme. At entry level the college conducts discussion sessions at classroom level which help in identifying the slow and advanced learners. The college has adopted Mentor- Mentee system to interact closely with the students. Through Mentor-Mentee system teachers interact with students, motivate and guide them as per their needs, potentials and problems. To identify the level of readiness at the stage of

entry level to undergo professional education programme, the college interviews the students to know their interests, competencies, inherent skills, hobbies, achievement, goals and level of confidence. Student-teachers are given a participatory role in different committees.

The college is giving opportunities to students to enhance their learning experiences through field visits, school engagement, school internship and action research projects. The college has also introduced some participative activities like- assignments, group discussions, seminars, project writing, brainstorming sessions, debates, quizzes, exhibitions, writing articles, community surveys etc. To develop problem solving skills among the students, opportunities are given to observe, understand, analyze, interpret and find solutions to the problems. Brainstorming method of teaching learning is being used by the teachers through different individual and group activities like essay writing, poetry writing, scripts writing and group discussions. In the college, ICT is also being used in the teaching- learning process partially. Mentoring is provided to students for developing professional attributes. Students those who lack teaching skills are given extra time for preparation, assigned peer tutors, extra assistance in and outside the classroom. The problems of every mentee are recorded in a note book for future reference. Knowledge based assignments and hands on experiences are given to students. The institution ensures to engage students in cognitive and social tasks. Audio visual workshops, SUPW workshops, performing arts, drama and arts workshops are arranged in college to provide a supportive and interactive environment. In ICT and action research workshops opportunity is provided to students to stimulate innovative, intellectual thinking skills, to develop life skills and empathetic outlook. The internship program is arranged in the schools run by the government and private schools that provide internship opportunities to students. The performance of the school interns is monitored and observed by the respective in-charge faculty members as well as the concern school teachers and feedback is also taken from host organizations. The mentors consistently provide verbal and written feedback to the students. The faculty participate in professional development programmes through participation in workshops, seminars and conferences related to their subject area of teaching. The college has adopted continuous internal assessment that comprises internal tests, term end examinations, personal interviews, reading sessions, group discussions, assignments, seminars reports, projects, class tests etc. After the internal evaluation, students' performance is discussed with the students and necessary suggestions are given for further improvement.

The grievances of the students related to examinations are well addressed at both College and University level, depending upon the nature of the grievance. The grievance redressal mechanism of the college related to examinations is effective and transparent. The college follows the academic calendar provided by the university. The academic calendar includes the dates of internal examination, school internship, school engagement, sports calendar, cultural events/activities etc. The affiliating university prescribes the overall framework of examination schedule, admission schedule etc. The PLOs and CLOs of the B.Ed. programme and courses are clearly stated and the college needs to display the same at prominent places to create awareness to students as well as stakeholders. Various curricular and extra-curricular activities like psychological experiments, yoga education, and project related to community experience, performing arts are also organised in the college with the purpose to develop overall personality of teacher trainees. The progressive performance of the students is measured through microteaching and integrating teaching skills and simulation of lessons. Inquiry-based and concept attainment models of teaching are used during teaching practice. The students are assessed through peer evaluation, self-evaluation and teacher evaluation through learning of integrating drama, art, self and yoga into education. Periodic monitoring is also done by teachers to improve the teaching skills, mastery of the subject matter and to enhance interpersonal and intra personal skills of students with the teachers and peers. These strategies are employed by the college in monitoring the progress of students.

At the entry level, through different informal and formal assessment and curricular and extracurricular

measures the college assessed the language proficiency, knowledge and application of ICT in teaching - learning process, level of confidence, inherent skills, critical thinking, problem solving, participatory and collaboration skills etc. of students. During the programme, performance of students was assessed through various activities such as internal tests and term end exams, seminar presentations, interactions and discussions, language exercises, writing of assignments, micro teaching exercise etc. Along with this, efforts were also made to assess students through presentation of simulated lessons by using ICT, practice in field teaching, action research projects, internship programme, field assignments, development of teaching learning materials etc. These activities reflect that the college is working towards catering to the initially identified learning needs of students

Criterion3 - Research and Outreach Activities (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Resource Mobilization for Research
3.2	Research Publications
3.3	Outreach Activities
3.3.4 QIM	Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development
3.4	Collaboration and Linkages

Qualitative analysis of Criterion 3

During the assessment period, the teachers of the college have published 35 research papers in UGC listed and peer reviewed journals, and 20 papers and articles in conference proceedings and books. The college has to make some more serious efforts to enhance the quantity and quality of research publications and research facilities for the research scholars.

In terms of influencing and sensitizing students to social issues and contribute to community development, the college has conducted certain outreach activities in the community. Activities are also organized by the college to develop a sense of social and civic responsibility, to imbibe core values of life and to make them self-reliant. Visits to special schools, orphanage and old age homes are organised by the college. The students voluntarily got involved in the activities like blood donation, health and hygiene awareness, environment conservation, cleanliness drives, etc. Activities like tree plantation, cleanliness in and around the campus, maintenance of green, plastic eradication drive, etc. are the part and parcel of their extracurricular activities. The college organizes activities on health and hygiene and gender discrimination. Facilities like girl's common room and toilets are well arranged. Self-defence courses etc. are organized to empower the students culturally and socially. Classes on yoga and meditation, communication, life skills etc are also organised for the holistic development of students. The students contribute to the social cause and visit several schools to know about the inclusive education and practices. In the institution, community based activities are the part of B.Ed. curriculum. The college has a healthy tradition of organizing extension activities in the neighbourhood communities. The prospective teachers are also sensitized about the social and environmental issues like-cleanliness, health, and hygiene, malnutrition, open defecation, deforestation and problems of pollution. The college has also developed linkages with some teaching practice schools and other educational agencies to conduct local community-based activities and practice teaching /internship.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	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
4.2	Library as a Learning Resource
4.2.1 QIM	Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software
4.2.2 QIM	Institution has remote access to library resources which students and teachers use frequently
4.3	ICT Infrastructure
4.3.1 QIM	Institution updates its ICT facilities including Wi-Fi
4.4	Maintenance of Campus and Infrastructure
4.4.2 QIM	Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Qualitative analysis of Criterion 4

By maintaining and making use of academic support facilities, the college's infrastructure and other learning resources are effectively used for the teaching-learning process. By implementing the proper policies and procedures and making use of the college infrastructure, the quality of the teaching-learning process is maintained. The college has enough space to meet the needs of its academic staff, administrative personnel and students. The institution features LCD projector, lap-top, personal computers, scanner-printers, Wi-Fi, and well-maintained computer lab that are useful for regular classroom instruction and promote more complete and compatible learning. There is one smart classroom and two classrooms with LCD projectors and PCs, where still more classrooms can be equipped with ICT facilities.

E-Granthalaya software for library automation is installed in the library. e-Granthalaya library automation software has allowed the library to operate digitally. The collection comprises about 7153 books, 22 journals (mostly in regional language), and 2244 reference books. However, additional updates and upgrades are required to meet the demands of upcoming educators by providing them with the most recent titles and reputable international publications. OPAC, the online public access catalogue, is available at the library. The college library is well-stocked and expanding quickly identifying and cataloguing. There are good number of general magazines, and newspapers in Hindi, Marathi, Gujarati and English available in the reading area. Book bank facility is available. A library committee works to guarantee efficient operations.

The college library encourages students to acquire, assess, and identify knowledge as well as become aware of the current trends in knowledge in order to pursue further education and master new subjects. By providing information resources like books, journals, periodicals, teacher publications, subscribed and open access e-journals, a collection of e-books, educational articles, B.Ed. seminar question papers, and more, the library supports the academic needs of students and faculty at the college.

The college faculty and students have made the best use of the available facilities, which include the labs, computer and ICT facilities. The campus features uninterrupted internet access, Wi-Fi, printers, scanners,

LCD projectors, and interactive whiteboards that are efficiently utilized in regular classroom instruction to enhance the compatibility and scope of teaching and learning. However, teaching facilities should be improved with student teachers' digital capabilities in order to meet the demands of the modern era.

Additionally, training on how to utilize digital resources for teaching and learning must be given to the students. The college has a good number of computers, but they need to be updated so that both faculties and students can use them. Policies and procedures are developed for the upkeep and use of academic and support facilities such as labs, libraries, computers, and classrooms. Contracts have been signed annually with various parties to ensure the upkeep of the infrastructure facilities. Periodically, renovation projects are completed, and at the start of the academic year, demands for books, journals, and other library materials are collected from all department heads and college faculty members, and requests are fulfilled in accordance with the requirements. To provide the students with clean water, there are water supply tanks equipped with RO facilities. Annual maintenance contracts with external agencies are used to maintain and repair computers that were purchased under different schemes. The college staff regularly maintains the sports facilities, and they report about any requirements to the management, who takes care of them based on the funds available.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.1 QIM	Student council is active and plays a proactive role in the institutional functioning
5.4	Alumni Engagement
5.4.1 QIM	Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.
5.4.4 QIM	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.

Qualitative analysis of Criterion 5

As per university regulations, the College of Education has an active student council. College Development Committee and IQAC committee have representative members from student council. The needs of the concerned students are addressed by a number of committees, including the library committee, the cultural committee, the sports committee, the grievance committee, the discipline committee, the student welfare committee, the hostel committee, the BC cell, and the anti-ragging committee. All these committees have student representatives. Under the auspices of the student council, students volunteered for blood drives, blood drives, health checks, and blood donation camps. They also actively participated in the editorial boards of college magazines. The college hosts several topic clubs, each of which actively involves student participation in planning events, contests, and publications pertaining to various subjects. Additionally, the students actively take part in field-based programs and camps that raise awareness of environmental and societal issues. Various academic field visits are arranged by the institution during entire year and students have representations in planning implementation of the visits. Fee concession is given to all students.

The alumni cell is in the process of registration and an active participation of alumni in the activities of the college is observed. Approximately 36% of the graduating students were placed during the year 2021-2022. A second year student Jyoti Singh has won accolades for the college at National Level Championship and is now training girl students to defend themselves.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission
6.1.2 QIM	Institution practices decentralization and participative management
6.1.3 QIM	The institution maintains transparency in its financial, academic, administrative and other functions
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	Effective implementation of welfare measures for teaching and non-teaching staff is in place
6.3.5 QIM	The institution has a performance appraisal system for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal or/and external financial audit regularly
6.4.3 QIM	Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies
6.5.2 QIM	The institution reviews its teaching-learning process periodically through IQAC or any other mechanism
6.5.5 QIM	Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Qualitative analysis of Criterion 6

The college operates in a systematic manner by having a knowledgeable governing council, a committed principal, and dynamic,-committed faculty members. This is in accordance with the college's vision and mission, which provides a healthy environment for students' all-around development and to impart qualitative and valuable services in the field of teacher education by providing well-trained and responsible teachers to the society in the field of education. An academic audit with experts can made fully functional to check yearly whether the functioning of the college are in accordance with the vision and mission of the college. The institutional practices are planned so that all faculty and administrative staff can participate and contribute by providing high-quality work towards the college improvement. Staff members are encouraged to offer suggestions for improving the practices. Additionally, there is a good degree of transparency in management, which contributes to the harmonious and conducive atmosphere of the college.

As per the government's rules and regulations of the auditing, the college annual financial statements are done and maintained. A number of cells and committees are established and given greater participation in college operations, bringing about the necessary transparency in the institution's operation. Every year, the college plans various activities and implement it for the best interest of the B.Ed. trainees by preparing a well-structured academic calendar and have different committee's to monitor the execution process.

As the college is a self -finance institution, the administrative policies are framed by the Government and well supervised by the governing council. The faculties are informed about the schemes and changes in the career development scheme, orientation programs, refresher courses, etc. The college follows the rules and regulation of the UGC, NCTE, Savitribai Phule Pune University Pune, Government of Dadar Nagar-Haveli Union Territory and concern authorities. Various cells and bodies constituted in different perspectives in the planning, implementation, and evaluation of various functions of the college as per requirements. As a part of administrative set up, they have proper working distribution among teaching and non-teaching staff members of the college. Various committees were formed at college level to address the needs of the college in a phased manner. The meetings were conducted periodically according to the need and minutes were recorded and forwarded to the higher authorities for execution. The resolutions made in the meeting are discussed with authorities and implemented as per the funds available with the management. The welfare measures for the teaching and non-teaching members are made aware of them at beginning of every year and sanctioned according to the request and need of the concern person. Maternity leave, sick leave, and all other welfare measures are well implemented by the authorities of the college. Institution has prepared performance appraisal form for the teaching and non-teaching staff separately. Through these PA forms, they evaluate the performance of the teaching and non-teaching staff yearly and improve their quality of work. This system inspires their staff members to contribute more and have satisfaction towards their work. Moreover, it makes staff members conscious and committed towards their duties.

Every year, an interal financial audit of the college is conducted in accordance with the rules and regulations framed by the Government authorities.

The staff members and students are motivated and encouraged to organize numerous extracurricular and co-curricular activities at college level by the cells established in the college. The university has given the responsibility to the college, where they conduct workshops and seminars on research methodology, the task of carrying out the coursework preparation for all students admitted by the university.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements
7.1.2 QIM	Institution has a stated policy and procedure for implementation of waste management
7.1.5 QIM	Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment
7.1.8 QIM	Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC format given on its website)
7.3	Institutional Distinctiveness
7.3.1 QIM	Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Qualitative analysis of Criterion 7

The College strives to instil and nurture the fundamental values, integrity, and patriotism, work culture and ethical living among students through its various academic and non-scholastic activities. The college makes continuous effort for conservation of energy by minimizing the consumption of energy. It has created an eco-friendly environment by the use of solar panels, LED bulbs, waste management and such practices. E-Granthalay software is installed at the library to issue- return books. To reduce the usage of paper, the administrative office uses Campus-ERP software for maintaining official records. The college has water management and conservation initiatives in the form of rain water harvesting etc. It is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment. The green practices in the institution are visible through green landscaping with trees and plants, encouraging the use of E-vehicles etc. Teachers and students are committed to keeping the college campus clean, plastic free and safe for everyone. The college provides all students a platform to develop reflective thinking minds and strong cultural base of the Indian knowledge systems.

Best practice-1 Child Care and Health Centre

SSR College of Education has best practice of early care childhood and health for the children because majority of the college students are girls so they provide this special facility. The students who have new born baby get the opportunity to feed their child and take rest in the room. Provision is given to their guardian who can accompany and take care of their children in the child care room at the same time the student teacher can attend the class also. Main intention of this program is to provide scope for emotional and educational support to the student teacher so that they can focus on their studies as well as child care. Married girls can continue their education with using this facility provided by college. They have also facilities of first aid for our student-teachers. Facilities available in the college are: Bed, Cradle, Toys, Cupboard, Indore games/Puzzles, Colourful Wall Paintings, etc.

Best practice-2 Teaching through art, craft and sports

The college emphasizes holistic development through diverse activities of arts, craft and sports. Art and craft activities are used as Educational Tool/Aids, Cultural expression, Decoration and designs, Personalized gifts, Skill development tools, and Cultural preservation. These work in art and craft highlight the versatile and multifaceted nature of art and craft in both personal and social context. There is a lot of scope for this talent. This can be the vocation for the students and the theme “Vocal for Local” can be achieved by this.

Weekly yoga sessions not only focus on asanas but also emphasize integrating yoga into classroom teaching. This approach highlights yoga's broader benefits, enhancing student understanding and appreciation. Alongside these sessions, the college also conducts pranayama sessions. These sessions serve as a vital tool for students, providing them with techniques to cope with stress and frustration, further contributing to their overall well-being and mental clarity. Innovative teaching methodologies by incorporating games, for example, while teaching shapes, students form various body shapes, prompting peers to identify them. This interactive method promotes engagement and deepens comprehension. Furthermore, students are proactive in fostering sportsmanship. They spearhead interschool sports competitions, showcasing leadership and collaboration skills.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

Overall Analysis

Strength:

1. Catering to the needs of the tribal area of Dadar Nagar Haveli UT by producing effective teachers from and for the region.
2. Good physical infrastructure facilities and eco-friendly environment.
3. Dynamic leadership and proactive management.
4. Vibrant teaching learning environment for holistic development of future teachers.
5. Grounded Internship and Teaching Practice System.
6. Strong teacher-student bondage.
7. Enthusiastic, well trained and qualified human resource.
8. Multi-lingual approach and conservation of local cultural ethos.
9. Effective methods of conservation, preservation and usage of energy system.
10. Effective waste management system and practice.

Weaknesses:

1. Does not have the status of 2(f) and 12(b).
2. Inadequate barrier free physical environment for students with disability.

3. Limited efforts for generation of funds for the development of the college.
4. No opportunity for students for higher studies within the college.
5. No seed money to carry out research activities by the staff.

Opportunities:

1. Adding new academic programmes like M.Ed. and 4 year Integrated B.Ed. Programmes.
2. Organising job fairs regularly for B.Ed. students.
3. Starting skill development programmes particularly for local youth and girls.
4. Offering more Value-added courses on Indian Knowledge Systems.
5. Conducting researches on the tribal community to facilitate them to improve their standard of living and to empower them to initiate and take up small scale projects basing on local resources.

Challenges:

1. Attracting and preparing students from local rural areas to take up teacher education programme.
2. Attracting more students from other states.
3. Obtaining funds from different agencies for conducting research.
4. To develop English communicative skills, a language laboratory need to be established, as most of the students are from rural background and facing the English language difficulties.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- 1. The institution should acquire 2(f) and 12(b) status.
- 2. Faculty members should try to get more financial assistance for research projects, from state and central government organisations as well as from non-governmental organisations. Research publication should be enhanced by the faculty members in national and international peer reviewed journals.
- 3. A number of skill-oriented courses basing on local needs may be initiated to empower future teachers to inculcate such skills among their school learners to enable them to cater to the local needs.
- 4. For Multiple Entry and Multiple Exit other PG Programmes should also be started.
- 5. The library should be more vibrant and some more quality-based text books, reference books and print journals should be purchased. At the time of admission the students should be registered in National Digital Library.
- 6. Guidance and counselling cell should be strengthened in the college campus.
- 7. Placement cell should be made more active and efforts can be made to place the outgoing students in the national and international educational institutions.
- 8. Seed money should be arranged for the faculty-members to take up research projects.
- 9. Research friendly environment should be created for the faculty and the prospective teachers by organizing orientation and skill-based workshops and programmes.
- 10. Recommendations of NEP-2020 and NCTE should be followed for starting 4year Integrated B.Ed. and M.Ed. Programmes.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. REKHA AGRAWAL	Chairperson	
2	DR. DIVYA SHARMA	Member Co-ordinator	
3	DR. DR YASHOVARDHAN G SINGH	Member	
4	Dr. Jagannath Patil	NAAC Co - ordinator	

Place

Date