



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

Swargheeya Sanjibhai Rupjibhai
Memorial Trust's, SSR COLLEGE OF
EDUCATION, Saily-Silvassa

- Name of the Head of the institution **Dr. Meena Prakash Kute**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **9081160004**
- Mobile No: **9226484317**
- Registered e-mail ID (Principal) **kute.manish@gmail.com**
- Alternate Email ID **ssreducollege@gmail.com**
- Address **Swargheeya Sanjibhai Rupjibhai
Memorial Trust's, SSR COLLEGE OF
EDUCATION, Saily, Silvassa, UT of
Dadra & Nagar Haveli**

- City/Town **Saily, Silvassa**
- State/UT **UT of Dadra & Nagar Haveli**
- Pin Code **396240**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**

- Type of Institution **Co-education**
- Location **Rural**
- Financial Status **Self-financing**
- Name of the Affiliating University **Savitribai Phule Pune University, Pune**
- Name of the IQAC Co-ordinator/Director **Dr. Sarika Patel**
- Phone No. **9824549814**
- Alternate phone No.(IQAC) **9081160004**
- Mobile (IQAC) **9824549814**
- IQAC e-mail address **sarikapatel7281@gmail.com**
- Alternate e-mail address (IQAC) **ssreducollege@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <https://ssreducollege.edu.in/self-study-report/>

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: <https://ssreducollege.edu.in/academic-calendar/>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.72	2023	28/12/2023	28/12/2028

6.Date of Establishment of IQAC

30/06/2017

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Institution	School Connect	Savitribai Phule Pune University	08/11/2024	10000
Institution	Nirbhaya Kanya Abhiyan	Savitribai Phule Pune University	12/04/2024	5000
Institution	Earn & Learn	Savitribai Phule Pune University	12/04/2024	23580
Institution	Red Ribbon Club	State Aids Control Society	18/04/2023	9000
Institution	Red Ribbon Club	State Aids Control Society	28/08/2024	9000
Institution	Sponsorship for National Conference	Himalaya Publication	25/04/2024	15000
Institution	Sponsorship for National Conference	Navneet Industry	24/04/2024	25000

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

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

9.No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? Yes

- If yes, mention the amount 56580

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

PARAKH Rashtriya Sarvekshan 2024: NCERT have conducted PARAKH Rashtriya Sarvekshan 2024 in collaboration with Samagra Shiksha, States, UT's in Govt. 62 students have participated as field investigator in PARAKH Sarvekshan conducted by Education Department of UT of Dadra & Nagar Haveli. Two orientation and training sessions were arranged in the college by the Education Department. The survey was done 4th Dec. 2024. The honorarium was provided to the field investigator by the Govt.

Organization of National Conference: National Conference was organized on 27th April 2024 and titled as "Integrating Indian Knowledge System for Holistic Development through NEP 2020" in collaboration with Dept. of Education, SNDT Women's University, Mumbai. where in total 115 research papers have been presented and published in Peer Reviewed Journal with ISSN No. 2278-5639

Organization of Workshop: One day workshop was organized on 28th June 2024 in collaboration with Prabhat Scholor's Academy, Silvassa on "NEP 2020" under the scheme of School Connect by Savitribai Phule Pune University, Pune. funded by SPPU, Pune. where in total 159 students and their parents have participated.

Workshop on Self Defense: One day workshop was organized for girl students under the scheme of Nirbhaya Kanya Abhiyan by Savitribai Phule Pune University, Pune. it was funded by the University. total 101 students participated. the workshop was held on 9.1.2024.

Organization of Workshop: One day workshop was organized on 2nd March 2024 for B.Ed. MH-CET aspirants. (State Entrance Exam for B.Ed. Admission) total 45 students were oriented and guided for the preparation of entrance exam. all the students achieved good score in the entrance exam and taken admission in the college.

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

Plan of Action	Achievements/Outcomes
<p style="text-align: center;">National Conference</p>	<p style="text-align: center;">around 140 students and delegates participated in the conference. Total 115 research paper have been presented. total 101 papers were published in the peer reviewed journal with ISSN No. 2278-5639. Participants from 6 states / UT's have attended the conference.</p>
<p style="text-align: center;">Workshop</p>	<p style="text-align: center;">One day workshop was organized on 28th June 2024 in collaboration with Prabhat Scholor's Academy, Silvassa on</p>
<p style="text-align: center;">Cultural Event- Welcoming Freshers</p>	<p style="text-align: center;">Welcoming Freshers: 2nd year students organized event of Welcoming Freshers and oriented about B.Ed. program. total 96 students have participated in the event.</p>
<p style="text-align: center;">Cultural Event - Garba Mahotsav</p>	<p style="text-align: center;">Garba Mahotsav was organized in the campus. Inter college Garba Competition was organized. 45 students participated in the competition. Garba group of our college won first prize in the competition.</p>
<p style="text-align: center;">Cultural Event -</p>	<p style="text-align: center;">Cultural Fest named</p>
<p style="text-align: center;">Cultural Event -Hindi Pakhwada</p>	<p style="text-align: center;">Hindi Pakhwada (Celebration regarding Hindi Divas by the UT Govt.): group of 7 students and group of 7 teaching staff participated in group song competition were in group of students secured 3rd prize and group of faculty won 2nd prize in the competition.</p>
<p style="text-align: center;">Placement (Campus Interview)</p>	<p style="text-align: center;">The placement Drive was organised by the college on 31st March 2024. were in21 schools have come for the interview.</p>

	<p>Total 32 students gave interview. All the candidates were selected by various schools.</p>
<p>MH B.Ed. CET Workshop</p>	<p>One day workshop was organized on 2nd March 2024 for B.Ed. MH-CET aspirants. (State Entrance Exam for B.Ed. Admission) total 45 students were oriented and guided for the preparation of entrance exam. all the students achieved good score in the entrance exam and taken admission in the college.</p>
<p>Annual Sports Meet</p>	<p>Inter college competition were organized for the indoor & outdoor sports. Were in all the students and faculty members have participated in various sports such as Women's Cricket, Staff Cricket, Volleyball, Tug of War, Chess, Carrom, Table Tennis and athletics. Three students won prize in athletics and indoor games. one faculty member got 2nd price in chess competition.</p>
<p>Field visit and Excursion</p>	<p>Two field visit were organized on 16.3.2024 by the college. 1. At the Dear Park, Lion Safari and Botanical Garden total 45 students were joined for the visit. 2. At Nakshatra Van Mediatlional Plants Garden total 43 students were joined for the visit. further one day picnic was organized on 30.1.2024 at Pandavleni Caves, Nashik . were in 52 students and 5 faculty members joined for the picnic. student explored historical caves and Phalke Smarak.</p>

13. Whether the AQAR was placed before Yes

statutory body?

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	03/07/2024

14. Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	Swargheeya Sanjibhai Rupjibhai Memorial Trust's, SSR COLLEGE OF EDUCATION, Saily-Silvassa
• Name of the Head of the institution	Dr. Meena Prakash Kute
• Designation	Principal
• Does the institution function from its own campus?	Yes
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13. Whether the AQAR was placed before statutory body?	Yes
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Name of the statutory body	Date of meeting(s)
College Development Committee	03/07/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2024	08/02/2024

15. Multidisciplinary / interdisciplinary

B.Ed. program itself is interdisciplinary. B.Ed. syllabus of Savitribai Phule Pune University, Pune is prepared with multidisciplinary approach recognising 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 certificates. 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 student skill with the existing curriculum such programs are organized for example field visit to industry, Nakshatran for observing medicinal plant and environmental education, etc.. These are some important activities organized by the institution. Various experts are invited for talks on various days celebrations. For eg. Yoga Day, Women's Day, Constitution Day, etc.. Various workshops are organized eg. Arts and Craft, Cultural exchange, Workshop on Music & Dance, Chocolate Making, Judo Karate, ICT Skill enhancement workshop, etc.. National Conference was organized on 27th April 2024 and titled as "Integrating Indian Knowledge System for Holistic Development through NEP 2020" in collaboration with Dept. of Education, SNDT Women's University, Mumbai. where in total 115 research papers have been presented and published in Peer Reviewed Journal with ISSN No. 2278-5639. College published quarterly Newsletter including 3 different languages that shows multi disciplinary approach.

16.Academic bank of credits (ABC):

Savitribai Phule Pune University, Pune was pioneer to implement the suggestions as per NEP 2020, to register all the student on ABC portal of UGC. our university had given instruction with proper guideline to register the individual students who are admitted in the department or affiliated college of SPPU, Pune. So onlin registration of every students, since 2021, on ABC portal is done. We oriented the students regarding creation of ABC account on digital locker of UGC, from thiere own account. the registerd students list with thier registerd ID numbers was uploaded on universities digital portal. As per NEP 2020 guideline all the credits which are aquired by the students at senior college level will be diposited in thier ABC account in thiere digital lockers. Th aquire credit of the students will be submitted on digital locker in UGC.

17.Skill development:

Our cllege is teacher education college so it is a proffetional college. One of the objectives of our B.Ed. program is to develop competancys and skills needed for becoming and effective teacher in a normal setup as well as in an exclusive setup. NEP 2020 also focus on skill education and skill development. With these objective to make future teachers skillfull, we always work rigorously and have verious platforms though which we develop thier skills they required to handal future generation. Several likfe skill programe are offered for improving thiere soft skills which are alined with nationalskills qualification framework. Verious workshop are organized guest lectures are arranged for the same. Practical experiances are give to the students. thiere weakness are identified through continus evaluation. And then remedial program are organized. Threir weaknesses are overcome through expert session/remedial program. Verious outreach program are arrancged which help them for their personality development. communication skill is also develop through workshops and sessions of experts. verious curriculur and co-curricular activities based on confidance building, presentation skill, communication skill, creative thinking, deasision makeing, classroom management, life skill etc.. are provided to students for thie skill development.

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

Swargheeya Sanjibhai Rupjibhai Memorial Truct' SSR College of Education is in Syli, SILvassa which is situated in D&NH & DD of

UT. The location is near Maharashtra & Gujrat State as it is rural and adivasi area we find the citation of D&NH have different dialect as mother tongue. Every effort is made to put up linguistic differences and to promote linguistic diversity in college. Everyday college starts in assembly with various days celebrations. The celebration of Marathi day, Hindi day/pakhwada are organized to strengthen the value of Indian Knowledge System. Along with these we celebrate the observance of festival across the country. To create awareness regarding our cultural diversity. Celebration of Diwali, ID, Christmas, Chatt Pooja, Adivasi Day, Navratri, Makarsankranti and Holi in our college. Through many co-curricular activities we try to enhance students' knowledge of Indian cultural activities. During pandemic all these activities were conducted through online mode. Letter on many events are conducted offline mode to give the students practical knowledge. (first hand experience) exhibition various competitions are also conducted. Value based programmes are organized, yoga, meditation, sports, etc.. are also organized regularly and holistic development of the students.

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

SSR College of Education has aligned the B.Ed. curriculum to specific outcomes. Specific outcomes are discussed and communicated through the curriculum planning meetings. These course outcomes are incorporated in the teacher learning process with clearly stated Program Outcomes and Course Outcomes. All the courses are designed and outcomes centered on cognitive abilities namely, remembering, understanding, applying, analysing, evaluating and creating. Apart from the domain specific skills learning outcome 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 Learning Outcomes (CLO) are also aligned to the Program Learning Outcomes (PLO) the course curriculum is implemented as per the regulations for regulatory bodies. University and SOP of the organization itself with due consideration to economic and social need at large so as to apply the spirit of NEP 2020.

20.Distance education/online education:

Our college provides B.Ed. in regular mode only. We have involved in using the digital platform for engaging classes, conducting seminars, state & National webinar conferences, guest session activities, online exams and meetings. Eg. Guest lecture by Dr. Ganesh Chavan, Asst. Prof. from SNDT University, Mumbai.

27th Sept. 2023 was conducted online by using google meet. Total 49 students were participated. MH B.Ed. CET orientation was conducted online. we have conducted teaching learning in blended mode. for teaching learning we have in corporated googal classrooms PPTs, Web tools for quize onine vedio conferencing plaforms, online library among others. the institute has adopted blended learning seamlessly into its functioning by making available relavent educational resourcess online for student referene.

Extended Profile

1.Student

2.1	98
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	25
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	49
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	49
Number of graduating students during the year	

File Description	Documents
Data Template	View File
2.6	49
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	17.4
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	33
Total number of computers on campus for academic purposes	
3.Teacher	
5.1	6
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	6
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	

Curriculum Planning

We discuss on every aspect of curriculum, like teaching, learning, evaluation, co-curricular activities. Roles and responsibilities of every committee are discussed. Academic calendar is prepared on the basis of discussion in staff meeting

Curriculum Transaction

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 have been called in midterm to take review and implement strategy. Reports presented by faculties analyzed and then we make planning of remedial teaching.

Remedial Teaching

Remedial classes are conducted by each faculty for the slow learners and advance learner's students.

Adoption of Curriculum in local context

The college has organized field visits in industry. We have visited Blue star company, Botanical Garden and Deer Park. A variety of languages are spoken in Dadra and Nagar Haveli, although Marathi, Gujrati and Hindi are the most common. Hindi bhsha Diwas is celebrated in college. The teachers use English, Hindi and Marathi languages in class. Multilingual approach adopted by the teachers. We have celebrated Christmas day, Navratri, Diwali and Ganeshostav festivals.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	A. All of the above
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File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which	A. All of the Above
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are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://ssreducollege.edu.in/programme-and-course-learning-outcomes-2/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

19

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://ssreducollege.edu.in/syllabus-2/

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

Nil

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

00

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

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

0

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

0

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

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

All of the above

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

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

12

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

12

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

1.3 - Curriculum Enrichment

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

We want to prepare teachers for 21st century which would be smart, hardworking, enthusiastic and lifelong learner.

Cultural values - To develop cultural values, we have celebrated Christmas day, Navratri, Diwali and Ganeshostav festivals.

Gender Equality: - For gender equality we organize 'International Women's Day' celebration every year. Dr. Niketa Raval, guided students on the topic of

'Women's rights'.

Teaching Skills:- we focus on teaching competencies like Micro-Teaching, Model Teaching and Practice teaching.

Communication Skill- To develop language skills, we organized webinar on 'Communication skill'.

Dance and Music:- Students performed dance in various occasions like freshers party, Navratri, Ganeshotsav and many more.

Social Skills:- social service activity conducted in the sayli village. We have organized cleanliness campaign.

Professional Skills: - Workshops organized on Resume designing and basics of research.

ICT Skills: - Workshops organized on ICT Skills, video editing and creation of online resources.

Personality Development: - 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. Guest lecture organized on 'Life Skills'.

Attitudes: - we had celebrated birth anniversary of great personality's savitribai phule, King Shivaji Maharaj, Swami Vivekananda and Dr. B.R.Ambedkar.

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

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

The 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. There are Gujrati, Marathi, English and Hindi medium schools running in the region. 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, Learning and Teaching etc. to make aware of diversity in schools in India.

We have signed MOU from various schools. 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 students are getting exposure of both schools. We are celebrating various cultural programmes, like Marathi Bhasha diwas, Christmas celebration, Garba celebration, Basant Panchami, Traditional day celebration and Diwali Celebration. We have organized National Level conference on 'IKS for holistic development through NEP 2020'.

In the subject School and Inclusive school (203) there is one practical named Visit to an inclusive school and preparation of report. Students have to develop lesson plans for diverse need students. They also do comparative study of different boards.

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

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

Communication skill is required for teachers. We had organized Guest lectures on 'Communication Skill' and 'Resume Building. 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.

We organized so many activities to inculcate professionalism in future teachers. Teacher should have knowledge of ICT. 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. Along with all these skills mental health is also important for balanced development. We organized guest lectures on 'Women's Rights' by Dr. Nikita Raval. We have organized guest lecture on 'Life Skills'. Students need to survive in this competitive world. For this we have

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 Blue star industries. Science students visited Botanical garden. We have also celebrated wild life week. We visited lion safari and Deer park.

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

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

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

16

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

34

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

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

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.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	None of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Four of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

8:1

2.2.4.1 - Number of mentors in the Institution

6

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

2.3 - Teaching- Learning Process

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

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.

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

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

6

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

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

98

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://classroom.google.com/c/NzEyMzY4NDUzMTJa\
Any other relevant information	View File

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

As per our Vision and Mission, to develop Teachers who are capable of catering local and global needs in field of education, College had made policy for Mentor -Mentee system through which, to provide support and assurance to student who are in role of mentee. At the beginning of academic year as first year admission

is completed, allocation of mentee to Mentors for the academic year is allotted. Mentor interacts with the allocated mentee personally and tries to understand their academic, educational needs as well as their strength and weaknesses. Mentor also categories mentee in to various criteria as like advance learner, slow learner, special student, gifted learner 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, personal issues with mentor and discuss the situation. Mentor tries to resolve the issues if the problems under his/her control or in jurisdictions otherwise consults the higher authorities to discuss and sort out the issue. The decision is 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, educational needs as well as their personal requirements too.

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

<p>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</p>	<p>Four of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

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

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

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

The intellectual and thinking skills are propelled through in-class and out-class discussions, presentations, seminars and

workshops .

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

2.4 - Competency and Skill Development

<p>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</p>	<p>Seven/Eight of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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

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

**2.4.3 - Competency of effective
communication is developed in students
through several activities such as Workshop
sessions for effective communication
Simulated sessions for practicing
communication in different situations
Participating in institutional activities as
'anchor', 'discussant' or 'rapporteur'
Classroom teaching learning situations along
with teacher and peer feedback**

Three of the above

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

**2.4.4 - Students are enabled to evolve the
following tools of assessment for learning
suited to the kinds of learning engagement
provided to learners, and to analyse as well as
interpret responses Teacher made written
tests essentially based on subject content**

Four of the above

Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

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

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

Four of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams

All of the above

and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

All of the above

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

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

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 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.

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

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

2.4.9.1 - Number of final year students during the academic year

49

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

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

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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

- (a) 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) 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) 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 maintain the records and their importance in the smooth functioning of the school.
- (d) 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) 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

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

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

All of the above

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

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

Four of the above

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

2.5 - Teacher Profile and Quality

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

6

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

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

4

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

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

75

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

75

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.

In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Teaching and non- teaching faculties of SSR college of Education always put-forth efforts to keep themselves updated professionally through engagein various types of professional activities like seminars, conferences, webinar, symposium, workshops and faculty development programs organized by various educational institutes and organizations through out the academic year.

Apart from above mentioned various professional developmental activities at International, National, & state level active participation and involvement, they also keep themselves busy in discussion regarding recent trends and updates in all types of education. Teachers always try to discuss on the issues related to overall education of India as well as specially 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 workshop and sessions regarding the updated syllabus and curriculum try to brief all changes and reforms among the specific subjects or course. Some special staff meetings also arranged and conduct for the discussion and interaction of new updates teaching, learning as well as assessment and evaluation process of teacher education program.

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

2.6 - Evaluation Process

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

As per our institutions Vision and mission to develop teachers who are capable of catering local and global needs in the field of education and all round development of student-teachers in every aspects of their teaching skills, competencies and overall

holistic professional and personal development.

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 activities 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 go 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 based lesson, models of teaching based 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 sub criteria's for the achievement level with descriptive and suggestive remarks by observer teacher educators.

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

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

Five of the above

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

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

At college level, the student may bring into notice of the coordinator in charge regarding any sort of grievances related to internal assessments. Students have the provision for asking query related to the obtained marks in the internal assessments. If they are not convinced or still not redressed, then he/she may register to the principal. At the university level, the student may go for paper checking/re-evaluation and review.

In order to address the grievances regarding assessment, attendance, conduct of examinations or any other issues, college has formed 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 setting of question paper, blue print, 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, 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 scores below 50% , for those who remains absent for the internal examinations.

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

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

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 SY. 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.

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

2.7 - Student Performance and Learning Outcomes

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

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.

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.

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

2.7.2 - Pass percentage of Students during the year

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

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

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.

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

2.7.4 - Performance of outgoing students in internal assessment

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

43

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

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

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.

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 , 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.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://ssreducollege.edu.in/academic-year-2022-23/>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

<p>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</p>	Four of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

<p>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</p>	Four of the above
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

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

29

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

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

24

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

3.3 - Outreach Activities

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

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

08

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

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

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

238

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

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

260

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

260

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

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

SSR College of Education has been promoting a sense of social instinct and moral development among students. The highlighting efforts include the efforts of the students by reaching to society by spreading messages about Societal benefits like Cleanliness drive, Poster presentations for aids awareness, Sickle cell tests, street play for social awareness and Environmental protection Women Empowerment, Environmental care, Social Empowerment through education etc. Students take these efforts 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 Naxatra Garden as a part of the science project. We also celebrate International Yoga Day for health awareness. SSR College of Education also celebrated Wildlife Week for Sustainable Development and Environmental Education. Students of SSR College organised a cleanliness drive in Sayli Village to create awareness in society towards the cleanliness of public places.

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

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

03

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

3.4 - Collaboration and Linkages

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

05

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

05

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

10

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

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

SSR College of Education is a premier teachers' training college in Dadra Nagar Haveli, Daman Vapi, Bhilad, offering training in various method subjects taught in secondary and higher secondary schools. The college provides adequate infrastructural facilities, including multipurpose halls, smart classrooms, 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 and a sports complex.

It also has a well-equipped library with 7153 books, a well-constructed boundary wall, and a ramp for Divyang students. The college ensures a green campus with a "No plastic Zone" and "No Smoking Zone" and a "Tobacco-free campus.", water harvesting plans, printers, scanners, system software, photocopier machines, and application software.

The institute also has high-speed internet connectivity, CCTV cameras, and fire safety equipment. The computer lab has 20 computers with internet facilities and a projector and LCD two classrooms.

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://ssreducollege.edu.in/our-infrastructure/
Any other relevant information	View File

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

0.3

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

4.2 - Library as a Learning Resource

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

The college library boasts a comprehensive collection of resources, including 7,153 books, 155 encyclopaedias, 120 dictionaries, and various 30 journals and newspapers, both physical and online. It features an air-conditioned reading hall, Wi-Fi-enabled computers, and limited photocopying services. The library utilizes the Vriddhi software, fully automated since early 2023, enhancing user management through features like OPAC and easy access to e-resources via NLIST and the University of Pune. The facility accommodates over 100 users and offers an extensive array of materials, including audio-visual resources and past exam papers. The Vriddhi ERP system supports overall educational management, allowing both students and staff to manage various academic tasks efficiently.

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.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Swargheeya sanjibhai Rupjibhai Trust, SSR College of Education Library - Collection
Any other relevant information	View File

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

The library management system operates through Vriddhi software, streamlining library functions like book record maintenance and issuing. It enhances the searchability of resources for students, teachers, and librarians, who have been provided with login credentials for remote access. The library utilizes DELNET for additional resources, offering an updated union catalogue of member libraries' books and facilitating inter-library loans online.

The college library is also subscribed to the N-LIST project, granting access to over 6,000 e-journals and 100,000 e-books, and to e-Shodhganga for theses and dissertations. College news is disseminated through various e-platforms, while study materials and previous exam question papers are shared via the college website and WhatsApp. The library offers internet facilities for research and self-study, ensuring all resources are accessible both physically and remotely for students and staff. 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.

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	Three of the above
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File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)
0.79

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

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

72

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

The text emphasizes the critical role of Information Technology (IT) in modern education, highlighting the need for strong IT support to enhance the teaching-learning environment. The Institute is dedicated to providing advanced IT facilities,

including well-equipped computer labs, ICT-enabled classrooms, and a Language Lab, while facing challenges from rapidly evolving technology. With a well-structured Wi-Fi system managed through Reliance Jio, the Institute ensures connectivity across various facilities. Additional support includes virus protection, a 100 MBPS internet connection, and the installation of legally licensed software. The computers are regularly maintained and upgraded since their acquisition in 2007, ensuring effective technological resources for students and faculty.

Institute has legal software Windows, MS Office, Tally, Vridhhi 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	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

2.88

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

<p>4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit</p>	<p>Two of the above</p>
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	SSR EDUCATION COLLEGE - YouTube
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	SSR EDUCATION COLLEGE - YouTube
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

10.0

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

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

The Institute provides well-maintained facilities to support academic excellence, with systems in place for regular maintenance and upkeep. Various committees monitor the physical, academic, and support facilities, incorporating feedback from students and faculty. Laboratories, including science and computer labs, are equipped and carefully managed, with timely maintenance and updates to equipment. The library, overseen by an advisory committee, strives to enhance resources and subscribes to the N-LIST programme for access to academic materials. The sports complex is managed by physical education staff, facilitating the use of equipment and spaces for various games. Additionally, classrooms are maintained to ensure effective teaching and learning, with faculty encouraged to report maintenance needs.

Physical facilities include classrooms, tutorial rooms, library, and conference rooms, all under the supervision of faculty members and the principal. The computer lab is equipped with a computer system, LCD projector, internet facility, and speakers, aiding in practical training and online examinations. Support facilities include a separate hostel for boys and girls, providing students with a safe and comfortable environment to study and learn. The Trust's commitment to maintaining these facilities ensures the effective fulfilment of organizational objectives.

File Description	Documents
Appropriate link(s) on the institutional website	https://ssreducollege.edu.in/policies/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Five fo the above
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent	A. All of the above

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

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Five or more of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
20	48

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

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

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

14

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

21

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

5.3 - Student Participation and Activities

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

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 Council is an active and constitutional body representing the student community, emphasizing its significance in maintaining a healthy college environment. The Council facilitates student participation in various programs, including cultural and sports events, and serves as a platform for students to express their views and ideas. The Council is elected by students and aims to enhance the quality of higher education. Objectives include representation, problem-solving, communication with administration, and promoting student involvement in college activities. 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 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

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

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

24

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

5.4 - Alumni Engagement

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

SSR College of Education has a registered Alumni Association for building strong link between alumni, present students and college along with welfare of society. It provides common platform for the alumni of the institute to reach out the other alumni across various batches, years, and interest .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 programmes, 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 judging the competitions. Some prominent alumni were invited as a guest in various seminar, Nirbhaya kanya abhiyan etc.

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	All of the above
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File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

3

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

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

Alumni association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing

1.Role of Alumni in Motivating Students-

Alumni members, plays a vital role through student mentoring, student support, financial support, and recognizing talent, nurturing competencies to be successful in their profession and providing strategies to be effective and efficient as teachers to meet the local and global challenges. Alumni guide our students for Competitive exams such as CTET/ NET/SET/TET.

2.Role of Alumni in Recognizing talent of Students:

Alumni help in organizing talent shows, orientation sessions, ice-breaking sessions that helps in comforting the students while they join the B.Ed. course. Alumni is a big support in reaching this unreachd gap and assist in hand holding at regular intervals.Alumni inform Placement Cell whether there is vacancy in the schools where they are serving.

3. Role of Alumni in Nurturing and furthering 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 best teaching environment to their students with available resources

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The governance of the institution exemplifies effective leadership and a participatory mechanism that aligns with its vision and mission. This approach fosters a collaborative and transparent environment, ensuring the institution's goals are achieved efficiently.

Leadership at the institution is proactive and visionary, providing clear direction for academic excellence, professional development, and community engagement. The governing body, principal, and various committees work cohesively to implement policies and initiatives. Decision-making is decentralized, including faculty, staff, and students, to contribute actively to institutional development.

Participatory governance is evident through the functioning of committees like the Academic Council, IQAC, and student-centric bodies. These committees ensure inclusivity in planning and execution, addressing academic, administrative, and welfare needs. Regular meetings and open communication channels facilitate the exchange of ideas and collective problem-solving.

The leadership emphasizes accountability and transparency through well-defined policies, performance reviews, and regular audits. It encourages innovation and adaptability, ensuring the institution remains responsive to evolving educational trends.

This governance model creates a supportive ecosystem for teaching, learning, and research. By fostering a shared sense of purpose, the institution ensures that its vision of nurturing competent educators and contributing to societal development is consistently realized.

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

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

The institution effectively practices decentralization and participative management, fostering a collaborative and inclusive environment. These practices ensure efficient functioning and alignment with the institution's vision and mission.

Decentralization is implemented through the delegation of authority and responsibilities across various levels of the institution. The principal provides leadership and strategic direction while empowering heads of departments, coordinators, and committees to independently manage their respective domains. This approach ensures that decisions are made closer to the point of implementation, enhancing responsiveness and efficiency.

Participative management is evident in the inclusion of all stakeholders—faculty, non-teaching staff, students, alumni, and community representatives—in the decision-making process. Committees like the Academic Council, IQAC, Discipline Committee, and Grievance Redressal Cell involve members from diverse groups to ensure inclusivity. Regular meetings are held to discuss institutional policies, academic improvements, and student welfare initiatives.

The institution encourages faculty and staff to contribute ideas, participate in problem-solving, and take ownership of their roles. Students are involved through forums and councils, fostering leadership and a sense of belonging.

These practices not only improve operational efficiency but also

build trust, transparency, and accountability. Decentralization and participative management thus play a crucial role in the institution's success and holistic development.

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

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

The institution ensures transparency in its financial, academic, administrative, and other functions, fostering trust and accountability among stakeholders. These practices are integral to good governance and contribute to the institution's credibility and efficiency.

In financial matters, transparency is maintained through well-documented processes for budget allocation, expenditure, and audits. Fee structures are publicly disclosed, and all transactions are managed through secure and traceable systems. Regular internal and external audits ensure compliance and accountability in fund utilization.

Academically, the institution adopts open communication regarding policies, curriculum updates, and assessment procedures. Students and faculty are informed about academic schedules, evaluation criteria, and results through notices and digital platforms. Feedback mechanisms provide stakeholders with an opportunity to voice their opinions, promoting inclusivity.

Administrative transparency is achieved through clearly defined policies, roles, and responsibilities. Recruitment processes are merit-based and follow prescribed service rules. Decisions are communicated effectively through official meetings, minutes, and circulars.

Other functions, such as student admissions, welfare schemes, and extracurricular activities, are conducted with fairness and openness. The institution also ensures compliance with regulatory bodies and publishes reports like the Annual Quality Assurance Report (AQAR).

These transparent practices build confidence among stakeholders and reinforce the institution's commitment to integrity and excellence.

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

6.2 - Strategy Development and Deployment

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

The Strategic Plan of the institution ensures the achievement of Vision through defined goals in academics, infrastructure and community engagement. Deployment begins with collaborative planning involving faculty, students, alumni and the community. To ensure effective implementation, the plan is widely communicated through meetings, workshops, and digital platforms. Faculty development programs, including training and seminars, focus on enhancing teaching, research, and professional skills. Innovative curriculum design integrates experiential learning, technology, and inclusive practices to prepare future educators.

Infrastructure development, including ICT-enabled classrooms, resourceful libraries, and student-centric facilities, is prioritized. Holistic student development is promoted through mentorship programs, career guidance, and extracurricular activities. The institution also actively engages with the community by organizing outreach programs and workshops, enhancing societal impact.

Monitoring and evaluation of the plan are carried out by the Internal Quality Assurance Cell (IQAC), ensuring progress and addressing gaps through measurable indicators. Emphasis on sustainable practices, digital transformation, and partnerships with educational and industrial organizations ensures continuous improvement.

Through systematic deployment, the strategic plan fosters academic excellence, professional growth, and societal contribution, establishing the institution as a center of excellence in the institution.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://ssreducollege.edu.in/wp-content/uploads/2023/07/Srategic-Plan-and-Deployment-AY-2022-23-.jpg
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The effective functioning of institutional bodies in the institution is evident through its well-structured policies, administrative setup, and adherence to appointment and service rules. These bodies ensure seamless governance and the achievement of institutional objectives.

The college operates under a transparent and accountable administrative framework, which defines roles and responsibilities for various stakeholders, including the governing body, academic council, and administrative committees. Policies and procedures are clearly documented and regularly updated to align with statutory requirements and institutional goals.

The recruitment process is conducted as per well-defined service rules, ensuring merit-based and fair appointments. Guidelines for performance appraisals, and professional development are in place, promoting efficiency and staff satisfaction. Regular training programs equip faculty and staff to perform their roles effectively.

Decision-making is decentralized, with committees addressing specific areas such as academics, finance, and student welfare. These bodies follow established procedures, ensuring timely execution of initiatives and adherence to quality benchmarks.

Feedback mechanisms and periodic reviews allow for continuous improvement. By fostering transparency, accountability, and inclusivity, the institutional bodies ensure effective policy implementation, smooth administrative operations, and a conducive environment for teaching, learning, and professional growth. This reflects the institution's commitment to excellence and good

governance .

File Description	Documents
Link to organogram on the institutional website	http://ssreducollege.edu.in/wp-content/uploads/2023/05/Organogram-SSR-B.Ed
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	All of the above
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File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The effectiveness of various bodies, cells, and committees in the institution is reflected in the systematic documentation of the meetings and the successful implementation of their resolutions and decisions. These entities are integral to ensuring the smooth functioning and quality enhancement of the institution.

Committees such as the Academic Council, Internal Quality Assurance Cell (IQAC), Grievance Redressal Cell, and Anti-Ragging Committee operate with clearly defined roles and responsibilities. Regular meetings are conducted to deliberate on academic, administrative, and student-related matters. Minutes of these

meetings are meticulously recorded, ensuring transparency and accountability.

Decisions taken during these meetings, such as updates to curriculum, organization of workshops, or policies for student welfare, are promptly executed. The IQAC ensures quality benchmarks are maintained, while other committees address specific areas such as grievance resolution, extracurricular activities, and community outreach programs.

Periodic reviews and feedback mechanisms evaluate the implementation and effectiveness of these decisions. Evidence of their impact is seen in improved academic performance, enhanced student satisfaction, and successful events or initiatives.

By fostering collaboration and accountability, these bodies ensure that institutional objectives are met efficiently, creating a supportive and productive environment for teaching, learning, and professional growth.

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

6.3 - Faculty Empowerment Strategies

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

Institution ensures the effective implementation of welfare measures for teaching and non-teaching staff to promote job satisfaction, professional growth, and a conducive working environment. These measures are designed to address their professional, financial, and personal well-being.

Professional welfare initiatives include regular faculty development programs, workshops, and training sessions to enhance teaching and administrative skills. Opportunities for attending conferences, pursuing higher studies, and undertaking research projects are also facilitated, encouraging career advancement.

Financial welfare measures include timely payment of salaries, provident fund contributions and other statutory benefits. Leave benefits such as maternity/paternity leave further ensure financial security.

Personal welfare measures focus on creating a supportive work environment. Staff recreation programs, wellness initiatives, grievance redressal mechanisms, and health related lectures contribute to their holistic well-being. Institution also extends counseling services.

The effectiveness of these measures is evident through staff satisfaction, low attrition rates, and enhanced productivity. By prioritizing the welfare of the staff, institution foster a positive workplace culture that directly impacts institutional growth and the quality of education delivered.

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

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

812

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

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

12

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

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

3

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

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

Institution ensures the effective implementation of welfare measures for teaching and non-teaching staff to promote job satisfaction, professional growth, and a conducive working environment. These measures are designed to address their professional, financial, and personal well-being.

Professional welfare initiatives include regular faculty development programs, workshops, and training sessions to enhance teaching and administrative skills. Opportunities for attending conferences, pursuing higher studies, and undertaking research projects are also facilitated, encouraging career advancement.

Financial welfare measures include timely payment of salaries, provident fund contributions and other statutory benefits. Leave benefits such as maternity/paternity leave further ensure financial security.

Personal welfare measures focus on creating a supportive work environment. Staff recreation programs, wellness initiatives, grievance redressal mechanisms, and health related lectures contribute to their holistic well-being. Institution also extends counseling services.

The effectiveness of these measures is evident through staff satisfaction, low attrition rates, and enhanced productivity. By prioritizing the welfare of the staff, institution foster a positive workplace culture that directly impacts institutional growth and the quality of education delivered.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

The institution maintains the proper documentation for the payments and receipts. Tally ERP software is used for maintaining the records. 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 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.

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	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

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

Institution has implemented effective strategies for mobilizing funds and ensuring the optimum utilization of resources to support institutional growth and quality education. These strategies are aligned with the institution's vision and ensure financial stability and accountability.

Fund Mobilization:

The institution secures funds through tuition fees, grants from university. The institution also undertake income-generating activities like services, seminar, conference.

Resource Utilization:

Funds and resources are utilized systematically to ensure maximum impact. Budget allocation prioritizes key areas such as infrastructure development, technology upgrades, staff salaries, and student welfare programs. Transparent financial practices, including regular audits and detailed reporting, are followed. Resources like classrooms, libraries, and ICT tools are optimized through effective scheduling and maintenance.

Periodic reviews by financial committees ensure that expenditures align with the strategic plan and institutional goals. This structured approach to fund mobilization and resource utilization helps maintain the institution's financial health and supports its commitment to academic excellence and sustainability.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies in the institution, ensuring continuous improvement and alignment with the institution's mission and goals.

IQAC formulates strategies to enhance academic and administrative processes by setting quality benchmarks and monitoring their implementation. Regular meetings and discussions are held to identify areas for improvement and develop action plans. It encourages participatory decision-making by involving stakeholders, including faculty, students, and management.

In academics, IQAC promotes innovative teaching methodologies, curriculum updates, and the integration of ICT tools. It facilitates faculty development programs and workshops to improve teaching and research skills. Feedback from students, alumni, and employers is systematically collected and analyzed to refine academic and operational practices.

IQAC ensures the effective implementation of policies related to infrastructure development, student support, and governance. It monitors the adherence to quality standards through periodic audits and submission of Annual Quality Assurance Reports (AQARs) to accreditation bodies like NAAC.

Through its structured approach, IQAC fosters a culture of excellence, accountability, and innovation. This significantly contributes to enhancing the overall quality of teacher education, preparing competent educators, and establishing the institution as a center of excellence.

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

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

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies in the institution, ensuring continuous improvement and alignment with the institution's mission and goals.

IQAC formulates strategies to enhance academic and administrative processes by setting quality benchmarks and monitoring their implementation. Regular meetings and discussions are held to identify areas for improvement and develop action plans. It encourages participatory decision-making by involving stakeholders, including faculty, students, and management.

In academics, IQAC promotes innovative teaching methodologies, curriculum updates, and the integration of ICT tools. It facilitates faculty development programs and workshops to improve teaching and research skills. Feedback from students, alumni, and employers is systematically collected and analyzed to refine academic and operational practices.

IQAC ensures the effective implementation of policies related to infrastructure development, student support, and governance. It monitors the adherence to quality standards through periodic

audits and submission of Annual Quality Assurance Reports (AQARs) to accreditation bodies like NAAC.

Through its structured approach, IQAC fosters a culture of excellence, accountability, and innovation. This significantly contributes to enhancing the overall quality of teacher education, preparing competent educators, and establishing the institution as a center of excellence.

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

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

33

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

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

Three of the above

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

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

In the Institution, quality assurance mechanisms like the Internal Quality Assurance Cell (IQAC) systematically monitor incremental improvements in academic and administrative domains. These efforts ensure continuous progress and alignment with institutional goals.

In academics, IQAC collects and analyzes data on student performance, faculty effectiveness, and curriculum delivery. Regular feedback from stakeholders, including students and alumni, helps identify strengths and areas for development. Based on this input, initiatives such as faculty training programs, curriculum revisions, and the integration of ICT tools in teaching are implemented. Incremental improvements are observed in student engagement, learning outcomes, and faculty competencies.

In the administrative domain, processes are streamlined through periodic audits and evaluations. The institution tracks enhancements in areas like resource allocation, infrastructure

development, and staff welfare measures. Automation of administrative functions, improved grievance redressal mechanisms, and better communication systems ensure greater efficiency and transparency.

The outcomes of these initiatives are documented in Annual Quality Assurance Reports (AQAR) and reviewed during periodic meetings. Continuous monitoring and evaluation foster a culture of excellence and innovation. By tracking and leveraging incremental improvements, the institution strengthens its academic and administrative functions, ensuring long-term success and stakeholder satisfaction.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

We put efforts for awareness about sustainability, energy savings, and greenhouse gas inventory metrics. Involvement of students in energy savings projects is to build student support around campus sustainability.

We focus on energy conservation which is reflected in campus, staff and students. During the orientation program students are instructed to reduce wastage of energy. Value of saving electricity is inculcated among students.

College has adopted Energy Conservation Policy for an "Environment of educational excellence" to promote environmental sensitivity for holistic development, The college aims to reduce energy consumption comprehensively, to develop Eco- conscious campus community. In policy, energy conservation will be accomplished by developing energy efficient, responsible, and cost- effective operations.

Energy Conservation Practices:

College has plan to save energy with installation of solar panel at boys & girls hostel and principal quarters. Thus subscribing to Environmental Sustainability.

Tube lights are replaced with LED tubes.

Energy conservation practices and eco-friendly habits are inculcated like students and staff turning off all lights, appliances and electronics not in use. Sign boards are placed at switch boards.

Save Energy TIPS Followed in the College

* Turning off unnecessary lights, fans, computers, smart class, air conditioner, printers..

* Avoid use of decorative lighting.

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

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

Solid Waste Management:

Dustbins for dry and wet waste are arranged separately. Waste from canteen and hostels (girls & boys) are also collected separately. All are encouraged to use dustbins by boards and slogan displayed everywhere. Dry and wet wastage are collected by vehicles of Silvassa Municipal Council regularly. Newspapers and old records are given to scrap dealer. Use of plastic bags is prohibited.

Liquid Waste Management:

Well managed underground drainage system is present. Regular maintenance of is undertaken to avoid any kind of logging. All drainage lines are directly connected to Govt. drainage system to avoid water pollution.

Biomedical waste management:

Separate dustbin is kept for bio medical waste like mask, first aid boxwaste, sanitary napkin etc. which are given to municipality vehicle for proper disposal. E-Waste Management:

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

Waste recycling system:

There is a pit to dump organic waste. After decomposition, manure is utilized in gardening to nurture flora at campus. Gardeners of the campus take care of this recycling system.

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

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

Three of the above

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

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

Three of the above

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

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

Cleanliness

1. SufficientDustbins for dry and wet waste.Dry and wet wastage are collected by the vehicles of government regularly. Newspapers, old records are accumulated and given to scrap dealer.
2. Sign boards regarding cleanliness.
3. Adequate number of support staff and sweeper.
4. The use of plastic bags is prohibited in the campus.
5. Reduceduse of paper through digital assistance for salary, TDS, attendance, admission process, online teaching learning etc. Office and library are digitized.

Sanitation

1. Adequate number sweepers.
2. Cleaning is done regularly.
3. Soap, hand-wash, sanitizer and dustbins are placedregularly.
4. Sanitarypad vending machine is available in the campus.
5. Separate dustbins for sanitary waste.

Green and pollution free healthy environment

1. Variety of flora and fauna.
2. Activity of tree plantation is done every year.
3. Students and staff are motivated to use bicycle& E-vehicles.
4. Vehicles are not allowed in the campus. Parking area is provided to all with security.
5. Pedestrian friendly roads.
6. Provision of exhaust fans and proper ventilation.

7. 'No Smoking' and 'No Tobacco' campus.
8. Bus facility to minimize use of vehicles.
9. Bird feeders are placed.
10. The college is located in the rural area and free from noise pollution.
11. students are instructed to maintain cleanliness, sanitation, green cover and healthy environment.

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

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

All of the above

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

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

0.62655

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

Women Empowerment

1. Safety and Security by security guards and CCTV at every Points.
2. Counselling cell to solve academic and personal problems. Even Trust has facility of active SSR Guidance and Counselling Cell.
3. College has Mentor- Mentee System.
4. Facilities: Girls common room (with Lockers), Washrooms, Sanitary vending Machine, Separate water cooler.
5. Indoor games: table tennis, carom and chess.
6. Girls Hostel with Ac rooms
7. Organises events under 'Nirbhaya Kanya Abhiyan' scheme of the University.

Ecology

1. The college campus is located in the lap of mother nature. The UT of DNH is blessed with lush green reserved forest area of about 40 % .
2. Activities: No-Polythene zone, cleanliness, tree plantation, field visit etc.

To promote peace and non-violence.

1. Annual Calendar includes various events regarding inclusive environment.
2. Morning assembly, Various competitions, day celebrations and festivals are organized throughout the year.

Community Practices

1. **Activities: Social service, cleanliness drive and street paly**
2. **Faculty members frequently go to different schools to give lectures on SSA such as 'Beti Bachao Beti Padhao Abhiyan', 'Maa Beti Mela' etc.**
3. **Facility of Free ship is provided.**
4. **Cricket ground is provided to society.**

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

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

A. All of the above

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

7.2 - Best Practices

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

1. Title of the best practice: FREE SHIP TO ALL STUDENTS

2. Goal

- To support tribal and rural students.

3. The Context

The institution is providing free ship to all students in form of scholarship. Fee of course is reduced than the approved fees by Government.

4. The Practice

- In the 2023-24 each student received free ship of 22,440/- . and total 98 students are benefited.

5. Evidence of Success

encourages students towards higher education and get opportunities.

6. Problem encountered and resource required

The college face economic loss in the financial audit for the sake of social welfare.

1. Title of the best practice: PLACEMENT DRIVE

2. Goal

- To provide platform for job opportunity for the students and alumni.
- To establish and maintain the school -college relationship.

3. The Context

Placement Cell has tie up with schools.

4. The Practice

- Schools provide a subject wise list of required teachers.

- After interview the placement cell receives list of selected candidates
- Students submit appointment letter to college.

5. Evidence of Success

Students are motivated to take admission. Students get better job opportunity.

6. Problem encountered and resource required

The college faces difficulty when same trainee is selected many schools.

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

7.3 - Institutional Distinctiveness

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

1. Orientation program for MH-CET (Common Entrance Test) exam and ELCT (English Language Competency Test) exam.

CET is conducted by Maharashtra state for admissions in B.Ed. College conducts orientation program free for all CET Aspirants. Which conducted for two days including sessions :introduction to the syllabus and exam pattern, solving past papers. Every year students benefited and come in merit.

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

College drew students from the three areas: U.T. of Dadra and Nagar Haveli, state of Gujarat and Maharashtra. Therefore, school engagement programmes are conducted in all states, the college coordinators guide the trainees. The program became successful, result oriented and economically convenient. It's going on since more than fifteen years, is one of the distinctive practices of our college.

3. Multi lingual classroom

College is located in the UThaving industrial zone &surrounded by states of Gujarat and Maharashtra, studentsfrom various states take admissionwhich leads to multi lingual classroom.

4. Mentor Mantee Approach

College has made policy for Mentor -Mantee system to provide support and assurance to students, who are in role of mantee. Teachersallotted with group of students which include all-round support.

5. Sign Boards

6. Weekly Glimpses

7. Quarterly News letters

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