



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution		Seva Sadan's College of Education
• Name of the Head of the institution	Dr.Beena S Khemchandani	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	0251-2712065	
• Mobile No:	9969161746	
• Registered e-mail ID (Principal)	sevasadanunr@gmail.com	
• Alternate Email ID	sevasadanunr@gmail.com	
• Address	Seva Sadan Marg,Opp. Central Hospital	
• City/Town	Ulhasnagar	
• State/UT	Maharashtra	
• Pin Code	421 003	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	UGC 2f and 12(B)									
• Name of the Affiliating University	University of Mumbai									
• Name of the IQAC Co-ordinator/Director	Dr.Rajkumari.J.Punjabi									
• Phone No.	8454945838									
• Alternate phone No.(IQAC)	8454945838									
• Mobile (IQAC)	-									
• IQAC e-mail address	sevasadanunr@gmail.com									
• Alternate e-mail address (IQAC)	sevasadanunr@gmail.com									
3.Website address	www.sscoe.edu.in									
• Web-link of the AQAR: (Previous Academic Year)	http://sscoe.edu.in/uploads/AQARS/AQAR-2019-2020.pdf									
4.Whether Academic Calendar prepared during the year?	Yes									
• if yes, whether it is uploaded in the Institutional website Web link:	http://sscoe.edu.in/uploads/Academic%20Calender%202020-2021%20(B.Ed.%20&%20M.Ed.).pdf									
5.Accreditation Details										
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to					
Cycle 1	A+	93.35%	2004	03/05/2004	02/05/2009					
Cycle 2	A	3.23 CGPA	2011	16/09/2011	15/09/2016					
Cycle 3	A	3.12 CGPA	2017	22/02/2017	21/02/2022					
6.Date of Establishment of IQAC	01/06/2005									
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.										

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Seva Sadan's College of Education	Infrastructure grants	RUSA (Maharashtra)	20/06/2019	2 crore
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			3	
• 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?			No	
• If yes, mention the amount				
11.Significant contributions made by IQAC during the current year (maximum five bullets)				
? National Webinar on " Women: Stewards of Environmental Sustainability" organised by Seva Sadan's College of Education in collaboration of Bhaskaracharya college of Applied Science ,University of Delhi on 28/01/21.				
? Online International Yoga day celebration on 21st June 2021				
? Organizing online different activities under various committees---Talent search ,cultural activities				
? Alumni Meet was conducted by the Alumni committee on 06/08/20,wherein students were trained by alumni regarding the online way of conducting lessons.				

? Webinar on "How to crack NET/SET /JRF examination: was conducted by our Alumni Geeta Bhatia on 10/08/20

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
Preparation of the Academic Calendar keeping in mind the Pandemic situation	Both curricular and co-curricular activities were conducted online keeping in with the projected plan
Orienting and training students about conducting online sessions and curricular and co-curricular activities	Alumni Meet was conducted by the Alumni committee on 06/08/20, wherein students were trained by alumni regarding the online way of conducting lessons. Students confidently conducted the curricular and co-curricular activities .
Formation of committees for organizing various curricular/co-curricular activities throughout the year	This ensured smooth execution of activities and fostered shared responsibility and teamwork among the staff
Online Examination (Internal and External)	The committee conducted Online Examination smoothly during the Academic Year as per the Syllabus of Two-Year B.Ed. Programme. The students were oriented about the Online Examination system i.e., MCQ and Descriptive Questions.
Conducting Webinars by Alumni	1. Webinar on "How to crack NET/SET /JRF examination: was conducted by our Alumni Geeta Bhatia on 10/8/20 2. Session on "Alternative therapy" was conducted by Tanya Utwani on 16/01/21
Planning and Execution of Community Work Online	Community work was also organized online. The teacher trainees were divided into

	various groups and experts were invited to give talks on a wide range of topics like Career, Waste management, Yoga, COVID-19, Health care, Counselling, Mental Health during the COVID-19 etc.
National Webinar	National Webinar on " Women: Stewards of Environmental Sustainability" organised by Seva Sadan's college of Education in collaboration of Bhaskaracharya college of Applied Science ,University of Delhi on 28/01/21

13.Whether the AQAR was placed before statutory body?	No
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
22/1/20 C-33930(B.Ed)	22/01/2020

Extended Profile

2.Student

2.1	282
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	250
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File
2.3	0
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	122
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	122
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	160
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	6714346
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	51
Total number of computers on campus for academic purposes	
5.Teacher	
5.1	15

Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2	16
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	
<p>The institution is affiliated with the University of Mumbai. The institution follows the curriculum framework of the NCTE and syllabus of the choice based credit system as prescribed by the University for the two year B. Ed. program. A detailed Academic calendar is prepared by IQAC at the beginning of the year 2020-21 and is shared to all faculty members and the weekly time table is prepared in accordance with that . Academic calendar is communicated with all the teachers of the institution. However in case of any modification needed in the Academic Calendar it is discussed with the staff of the institution and accordingly revised. The Academic calendar and timetable , schedules of the Curricular and Co Curricular activities conducted are documented and filed. The academic calendar was modified as per the guidelines of University of Mumbai due to the COVID - 19 Pandemic situation.</p>	

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	No File Uploaded

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

D. Any 2 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
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	No File Uploaded

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

B. Any 3 of the Above

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	http://sscoe.edu.in/
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

11

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	Yes
Any other relevant information	Nil

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

0

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

0

File Description	Documents
Data as per Data Template	View File
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

One 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	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

1

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

1

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	No File Uploaded

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.

Teacher Education = Teaching Skills + Pedagogical theory +

Professional skills.

Teaching skills include providing training and practice in the different techniques, approaches and strategies.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom.

Professional skills includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life long learning skills.

Fundamental or coherent understanding of the field of teacher education

Pupil teachers are oriented about concept and theories of learning of the field of teacher education.

Procedural Knowledge

Internship gives pupil-teachers hands-on experience which develops skills, values and attitudes required by professional teacher.

Capability to extrapolate from what one has learnt and apply acquired competencies

B.Ed curriculum includes Assignments, Research Projects, Community work and Co-curricular activities apart from theory courses. Therefore it gives ample opportunity to develop knowledge, skills and values. It makes them ready to face the challenges of life. Different co-curricular activities promote all round development of the students.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. are developed by arranging talks and lectures through theory courses.

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 Courses Like Educational management makes students aware of Development of school system ,Functioning of various Boards of School Education,International and comparative perspectives.

Assessment systems and Norms and standards are being Included in the Core Course Assessment for learning.

Characteristics of State,National and Internattional systems of education with reference to the different boards such as SSC.ICSE,CBSE,IB,IGCSE are included in the Inter disciplinary course Educational Management. The objectives,curriculum,text books, evaluation pattern of each type of Boards of school education is taught to the students. The teacher trainees are oriented about the differences between the working of each type of Boards also .

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	No File Uploaded

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

The institution prepares students for entering the profession. How to prepare for an interview, how to prepare CV is also provided by way of guidance which benefits the students to get jobs.

B.Ed programme comprises Theory and practical aspects which develops the personality of teacher trainees. Various lectures, internship activities, project based activities develop necessary knowledge, skills and attitudes about the teaching profession. The students go for giving lessons and internship in schools during the B.Ed course. Before giving their lessons they take lesson guidance for the lessons. They also take unit test guidance before administering unit test in the practicing schools. Such experiences help the student teachers to be an effective teachers in the future. They would also know how to prepare unit test, answer keys, and administer them in their professional field. Different cocurricular activities like conducting sports activities, cultural programmes develop different qualities such as leadership, coordination, planning, and organization of such activities.

The B.Ed students have to conduct action research on contemporary problems faced in school. This would prepare the student teachers to undertake research in their schools and find out solutions to solve such problems.

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

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

Two of the above

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

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

Feedback collected and analysed

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	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

282

2.1.1.1 - Number of students enrolled during the year

160

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

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

0

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

0

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)	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

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

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.

- Admission

The College fills up the seats by strictly adhering to the allocation provided by the government. Graduate and Post Graduate Students with 50% and with 45% in case of reserved category have to qualify CET. After qualifying in CET the students are given admission in the college as per MKCL list on the basis of merit and option given by students.

- Personal Interview and Talent search

Readiness of students is assessed through personal informal interview at the time of admission based on their academic result. After the admissions, assessment is also done through programme like talent search. Talent search programme is conducted to assess inherent skills of the students and provide them necessary platform to boost their skills.

- Content test

Content test is also taken to check content mastery of the students in first year and to assess their readiness for the profession.

- Academic support.

Handouts, Content notes and Ppt are prepared and shared with the students to provide academic support. This also helps students to score good marks in the internal work as well as in the external exam.

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

Six/Five of the above

Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	
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	No File Uploaded
Any other relevant information	No File Uploaded
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	Two of the above
File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded
2.2.4 - Student-Mentor ratio for the academic year	
9:1	
2.2.4.1 - Number of mentors in the Institution	

15

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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.

During the academic year 2020-2021, the teaching learning activities were carried out using online mode. Even in an online mode, participatory learning , focused group discussions etc were adopted. Online as well as Offline references related to theory courses are also provided for enhancing student learning.

Orientation about Online Exams were also given to the students to help them in their learning.

The students made online presentations on the given topics, participated in discussions and seminar presentation based on theory courses. Lesson planning workshop,

Teaching Aids workshop , Online Internship orientation , Lesson guidance and demonstration, Unit test preparation, Analysis of Unit test result, etc., activities were also conducted for development of teaching competencies among students.

Guidance related to Lessons based on Theme, Constructivism, Nai talim -Experiential learning was also an integral part of multimedia approach. The basic rationale for adopting various modes for different courses is to develop multifarious abilities and skills in students.

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	No File Uploaded

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

15

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

279

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	No File Uploaded
Any other relevant information	No File Uploaded

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

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	No File Uploaded
Link of resources used	Nil
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.

The nature of different activities in B.Ed help students to work in teams, helping them to develop team spirit and cooperation. The rotation of students among the faculty for various activities, enables the faculty to know each and every student. The ensuing interaction helps the students to have a better grasp of the academic programme and enables the students to complete it smoothly.

Faculty members act as mentors for the students. Students are divided into groups with a faculty in charge. The students are instructed to approach their respective mentors to discuss any academic or personal issues. The faculty members make every effort to solve the difficulties of the students and help them in dealing with students diversity.

Internship in different schools, Assignments and Project work as an essential part of B.Ed. programme and Co-scholastic activities provide opportunities to the students to make themselves aware about recent developments in education and life.

Arranging Seminars and talks on recent trends in education keep students abreast about recent developments in education and life.

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

Teachers make use of various methods such as discussion, brainstorming, problem solving etc while teaching theory course content in order to motivate them to develop their intellectual skills.

Assignments, Practice lessons, Teaching Aids workshop, Lesson planning workshop, Seminar presentation, Action Research provide opportunity to the students to nurture creativity, intellectual and thinking skills.

Micro teaching and Simulated teaching help the students to nurture teaching skills and teaching techniques. Internship programme makes them aware of day-to-day teaching, learning situations and challenges which provides students with the opportunity to enhance

their life skills. Internship also helps students to apply theory into practice. Lesson demonstration by alumni and staff helps students to learn different strategies used in transaction of content and also conduct management in students. Topics related to Life skills and Empathy in core courses also develops various skills related to life.

Ability Based course and Audit course inculcate life skills among students.

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

2.4 - Competency and Skill Development

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

Five/Six of the above

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

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

Ten/All of the above

mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

All 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	No File Uploaded

2.4.4 - Students are enabled to evolve the

All of the above

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

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

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

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports

All of the above

**events in school Planning and execution
of community related events Building teams
and helping them to participate Involvement in
preparatory arrangements
Executing/conducting the event**

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Internship programme is an essential practicum activity of B.Ed. programme. It is systematically planned in Semester II , III and IV. Practice teaching schools are identified as per the strength, and medium of instruction. Faculty members approach selected schools and Permission letters are sent to the selected school. Faculty members inform school principals and supervisors about internship programme.

Students' method wise (pedagogy of school subjects) data is collected and Practice teaching lesson groups are made.

Teacher trainees are oriented about internship programme ,Practice lessons, academic and administrative activities and preparation of reflective journal by the lesson committee in charges. The students are also explained about their role as a teacher in the school during the internship programme. The students are explained about the assessment procedures which will be adopted to evaluate their performance during internship in the school

.Guidance for different activities and practice teaching lessons is planned and executed in groups.The internship activities are supervised by the staff on rotation basis in different schools.All these activities were conducted in online mode.

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

117

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	View File
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

**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	No File Uploaded
Any other relevant information	No File Uploaded

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

In order to ensure effective monitoring all the internship activities are done under the supervision of School Principal and school Teachers. The School Principals also keep a watch on activities of students and from time to time provide guidance related to various aspects of internship.

Teacher educators guide and observe practice teaching lessons of teacher trainees and provide feedback. Teacher trainees have to also engage students in classes along with practice teaching lessons. Teacher trainees participate in school academic and non-academic activities. The teacher educator guides the teacher trainees about planning and organisation of activities as prescribed in the B.Ed. syllabus and as per the school curriculum. Activities planned are conducted by teacher trainees under the supervision of School principal, school teachers and Teacher educator.

Teacher trainees also give Co-teaching lessons with school teachers. The school teachers also guide and support them in class management and use of various teaching and evaluation techniques.

Some lessons of teacher trainees are also observed by their Peer teacher trainees. The feedback by the Peers also help in improving themselves.

Note:- Internship was done Online by the teacher trainees due to COVID - 19 pandemic situation.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

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)

Four 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	No File Uploaded

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

Five 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

15

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	No File Uploaded
Any other relevant information	No File Uploaded

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

14

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

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

15

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

15

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

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

Faculty members participate in various seminars, workshops and

conferences in order to keep themselves updated. Faculty members also go for Short term courses and Faculty Development Programmes to keep themselves abreast of policies, modern trends and current developments in education. The information and knowledge gained is shared formally as well as informally with colleagues to make themselves professionally updated.

Academic enrichment committee of the college also organises talks and seminars for teachers to enrich their knowledge in the field of education.

Faculty members get their articles published in various journals on concepts related to education .

Faculty members attended Online webinars, workshops and conferences due to the pandemic situation during last academic year.

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

Continuous Internal Evaluation and External Exam are two important evaluation processes of B.Ed Programme. Every theory course of the B.Ed programme has Internal work and External university exam to be completed by a teacher trainee. Internal work involves assignments, class test and essay test. It is mandatory for the teacher trainees to submit internal work for all the theory courses of B.Ed programme.

There are Project based activities in all the four semesters of B.Ed programme. These project based activities comprise of Community work, internship programme, practice teaching lessons, preparing reflective journal, action research and Preparation of Learning resource.

Along with theory courses there are two ability courses for which the teacher trainees have to prepare and submit reports.

University final exams were conducted Online by the college due to

pandemic COVID - 19 situations in the academic year 2020-2021.

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

Three 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	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

The College has a Grievance Redressal Committee. Ours is a professional college so no serious issues are there. Examination related grievances such as Online exam, Network issues etc. were reported in the academic year 2020-21. Examination committee members oriented students about Online examination. Mock test were conducted for each course to acquaint students about Online exam. Examination related instructions were posted in student whatsapp groups and same were explained by examination committee members. Individual issues were resolved by Mentors through Exam Mentor -

Mentee group interaction at the time of Examination. Sample MCQ and Descriptive Questions were displayed on the College Website. Problem solving sessions and Revision lectures were also conducted to solve the difficulties of students related to Content.

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

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.

Academic calendar is prepared in the beginning of the academic year by following the B.Ed curriculum of University of Mumbai. It includes academic as well as non-academic activities along with evaluation. Evaluation in the B.Ed programme includes internal and external evaluation. Internal evaluation consists of Assignments, Class test, Essay test, Internship, Community work, Action research, Ability course activities and Audit course.

The internal evaluation of the B.Ed programme is done semester wise as per the provision in the academic calendar. Students are oriented about Internal work to be completed during each semester. Internal evaluation was done online during the academic year 2020-21 due to the pandemic situation

Students are also oriented about each course assignment. Class test and Essay test were conducted Online. Orientation about every activity under Ability and Audit course was done online semesterwise and as mentioned in the academic calendar.

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.

PLOs and CLOs are mentioned in the Student handbook. Academic Calendar is prepared as per PLOs and CLOs. The students are oriented about PLOs and CLOs in the beginning of the programme and before commencing of each semester. All the academic activities are given and planned as per the academic calendar. The time table of each semester reflects PLOs and CLOs in each semester. Orientation of

each course in all the four semesters is done by the concerned teacher educators before teaching each course. Project based activities include Internship, Community work, Preparation of Reflective Journal, Ability course, Audit course. Orientation about Project based activities such as Internship, Community work, Preparation of Reflective Journal, Ability course, Audit course is done by respective committee members. Teaching - learning process includes orientation, planning, organisation and conduct of relevant activities in order to to accomplish PLOs and CLOs.

Teaching - learning activities were conducted Online due to Pandemic situation as per PLOs and CLOs.

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

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	No File Uploaded

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

B.Ed programme is comprised of Four semesters. Program outcomes and Course outcomes are stated in the Student Handbook. Students are oriented about Programme outcome in the beginning of the programme and course outcomes are communicated to the students before each semester. The college follows criteria for internal evaluation system and external exam prescribed by University of Mumbai.

Assignments, Essay test and Class test of each course are related to the syllabus of the course which is mentioned in the syllabus along with course learning outcomes. Practice teaching, Internship

activities and Community work activities are also mentioned in the syllabus which are based on programme outcomes. The faculty conducts evaluation/practicum aspect as per the programme outcomes and the progressive performance of the students is uploaded in university portal. The university conducts external examination and the result of the same along with internal marks is communicated to the students after each semester in the form of Grade points which is in line with the PLOs and CLOs. The students are guided as per programme outcomes and course outcomes after each semester on the basis of their result to ensure further improvement in their performance.

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	No File Uploaded

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

63

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during the year	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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.

The evaluation of the students on the basis of internal work and university examinations is an integral part of the teaching-learning process. The college follows criteria for internal evaluation system prescribed by University of Mumbai. The faculty informs and

elaborates the syllabus along with internal evaluation scheme, its objectives and paper patterns to students at the beginning. The college displays all the circulars regarding Internal examination on notice boards from time to time. The faculties provide extra guidelines and counselling to students regarding evaluation whenever required.

It is observed that Performance of students in the Assignments, Essay test, Class test, Content test, Practice teaching lessons, Community work, Action research, Co-curricular activities shows that these activities cater to their learning needs. The performance of the students improves in each semester which can be seen in the form of Grades from Grade 'O' to 'F' obtained by them in each semester. For example In semester III theory exams 57 out of 117 students obtained marks more than 70%. However, in semester IV theory exam 81 students obtained marks more than 70%..

For academic year 2020-2021 all the examinations were conducted Online due to COVID - 19 pandemic.

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

2.8 - Student Satisfaction Survey

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

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

One of the above

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

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

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

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

12

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	No File Uploaded

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

1

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	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

0

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

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

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

140

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

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

140

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

140

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	No File Uploaded

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.

An outreach program in learning institute aims to help, uplift, and support those who are deprived of few services and rights. It involves giving teaching as well as learning, social planning, health and hygienesupportfor their welfare. Anyprogram must be organized to use resources and aid to fulfill a goal. Successful community outreach programs must plan projects to be carried out. The leaders take charge of promoting, searching for donors and volunteers, and recording details about the outreach. Planning programs for the community service can help the B.Ed students to help tosolve a greater need of social issues. Although main purpose is to help achieve a goal for the greater good. This is doneby

choosing a specific group or community place, analyzing their needs on various issues, and then building a program to help them in learning, recovering, or becoming self-sufficient as far as possible.

In this context, college conducted different activities like yoga, mask making, sanitizer making and talks by Gynecologist for female students regarding health issues, women's Day webinar, talk on financial issues, talk on Alternative therapy - the key to relax and reduce stress, etc

The programme sensitizes the students as they get to know the real life situation experiences through online mode.

All these activities help teacher trainees become better at community outreach programme. By learning the importance of community outreach and how it can improve the lives of individuals and entire communities, B.Ed trainees become better advocates for people who are in need.

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

1

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

1

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year**1**

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	No File Uploaded
Any other relevant information	View File

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year**0**

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The College has adequate physical infrastructure as per the NCTE norms:. The college has Classrooms which are well ventilated, naturally illuminated and Techno-savvy with inbuilt multimedia projector having public address system , fully AC of various sizes suitable for lectures and tutorials .

The institution has Science laboratory consisting different equipment and models which are useful for practice teaching lessons. The Psychology Laboratory has different tests and batteries. It also has apparatus which are required. The Institution has a language Laboratory with 15 computers. In the computer laboratory there are 21 working computers.

Institution has a sports field viz open playground for outdoor sports which are conducted during the year . It has space for Khokho and kabaddi fields. Institution has equipments for indoor games and outdoor games. Sports materials like Carrom, Chess, Skipping rope, Dumbbell, Lezim, Rackets, Balls, and Cricket Set etc are used by students

.As this is a professional B.Ed college there is no scope of having fitness center.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

12

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.sscoe.edu.in/infrastructure.html
Any other relevant information	No File Uploaded

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

47312/-

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	No File Uploaded

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.

Seva Sadan's College of Education , Ulhasnagar

Features of Library Automation

The library collection includes various resources on various fields of Education, Library & Information Science, Books on different languages like, English, Hindi, Marathi etc.

Library Automation The library is computerized and automates all its operations with Bar Code enabled applications. The Library is using SOUL (Software for University Libraries) which is the state of art of software developed by UGC-INFLIBNET for a unique range of user services. The Library provides following Services: ? The library follows an Open Access System ? Reference Services ? Circulation Services (Issue/Return etc.) ? Free Internet Services ? Reprographic Services (Xerox) on payment basis ? Web enabled Online Public Access Catalogue (Web OPAC) for documents available in the library ? Newspaper Clippings on education and related topics ? Book Bank services ? Inter-Library-Loan services on request ? Reservation of desired books / resources ? Bibliographic Instruction to the needy readers. ? Project assistance ? Extension services ? Guidance and consultancy services for desired students of BLI.S, and MLIS and new library professionals. **Library Best practices** Our Library perform the following innovative practices ? Articles Index Initiatives ? Book Exhibition ? Use of Suggestion Box

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	http://www.sscoe.edu.in/library.html
Any other relevant information	No File Uploaded

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

Our library has richest collection of Books, Journals, Back volumes, Encyclopedias, Biographies, Subject and General Dictionaries, CDROMs, Videos, e-Resources, Theses and Dissertations and is located in the much spacious fully dedicated third floor of the building comprising of one Stock room, Reading hall, Reference ,Periodical ,Browsing & Xerox Section, Circulation Counter, and a separate Research cell. The Library opens from 9.30A.M. to 5.00 P.M. on every working day. It has a collection of more than 26204 books which includes Textbooks, General & 170 Reference books, 356 Bound volumes of Periodicals, Serial publications, 513 Dissertations, 100 Maps and

charts. It subscribes to around 36 Indian and foreign Journals/Periodicals and 10 daily newspapers every year. It has 93909 e-books. Library Membership All students, faculty members and employees of the college are eligible for membership of the library. The registered members are issued Borrowers card to borrow books and other resources. College library also offers external members for those who are pursuing Higher Education.

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

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

All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

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

0.1921

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

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

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

0

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	Nil
Any other relevant information	No File Uploaded

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

All of the above

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

4.3 - ICT Infrastructure

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

The ICT facilities are available to the staff and student teachers. Institution up-to-dates ICT lab facilities for staff and students. Institution has three seminar halls with ICT facilities. Computer and language laboratory also has an ICT facility. Institutions have 9 classrooms with Wi-Fi LAN. Institution installed the Wifi of the TP link company. The WiFi facility is available for 24 hours in the institution, the institution is using edustem software for conducting online examination. The institution has annual maintenance contracts for entire IT facilities. Similarly the technician visits the institution as per requirement of the institution.

New software in administrative for admissions, payment of fees and other payments are installed. Administrative staff are trained to handle new software and for online procedures.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

3:1

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	No File Uploaded
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet

A. ?1GBPS

connection in the Institution (Leased line) Opt any one:	
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	One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://youtu.be/pkQXr6tlpxk , https://youtu.be/i_dSSZBt0nk , https://youtu.be/AORhRhsUys12E , https://youtu.be/zS5jD0vw7dg , https://youtu.be//8Y8q3n7VScY , https://youtu.be/h-CLpBsp5S4 , https://youtu.be/LXbrXBwxg_M
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

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)

47312

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	No File Uploaded

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 college building including classrooms, library, laboratories are painted on regular basis as and when required. Pest control is done on regular basis. Equipments are maintained regularly. Institution has appointed an electrician to look after the electronic facilities. For white board and green glass board maintenance the concerned company is in contact with the institution, The institution is calling the company whenever necessary. All air conditioners are maintained under AMC. AMC is provided by our trust for maintenance of computer hardware. The management has deployed an engineer on campus for this purpose. The Computer Laboratory staff also contributes in the maintenance of computers. Library has a support staff appointed for maintaining the physical books and keeping it intact.

The Institution has well equipped classrooms for different mediums of instructions. We have different rooms or cubicles for each method. Classrooms are fully ventilated. It has physical facilities like fans, tubelights, AC, projector and PC, also it has a mike system.

The entry register has been maintained for the language lab and computer laboratory for students. The institution has a Science Laboratory and Psychology Laboratory. The Science Laboratory has models and apparatus. List of apparatus is maintained. The entry register is maintained for students. Students enter their admission number in the register when they take apparatus or models for the lessons. The Psychology laboratory has many types of tests, inventories, and batteries. It is well equipped with necessary practical material. The list of these items is kept in the laboratory for reference. Library has ample space for readers. It is well equipped with tables, chairs, and computers, AC machines. It has Text books, e books and journals. Students can issue the books on their library card. Classrooms, Laboratory and library are cleaned on a daily

File Description	Documents
Appropriate link(s) on the institutional website	http://sscoe.edu.in/infrastructure.html
Any other relevant information	No File Uploaded

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	Four of the above												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>View File</td></tr> <tr> <td>Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td><td>View File</td></tr> <tr> <td>Sample feedback sheets from the students participating in each of the initiative</td><td>No File Uploaded</td></tr> <tr> <td>Photographs with date and caption for each initiative</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table>	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	No File Uploaded	Photographs with date and caption for each initiative	View File	Any other relevant information	View File	
File Description	Documents												
Data as per Data Template	View File												
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Sample feedback sheets from the students participating in each of the initiative	No File Uploaded												
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	Seven/Eight of the above												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Geo-tagged photographs</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	View File							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	View File												
5.1.3 - The Institution has a transparent mechanism for timely redressal of student	B. Any 3 of the above												

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	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
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)

Four 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	No File Uploaded
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
6	117

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	No File Uploaded

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).**

6

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	No File Uploaded
Any other relevant information	No File Uploaded

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

10

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	No File Uploaded

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 provides a representative structure through which students can discuss issues of concern and undertake initiatives for benefit of the college and the community. It is important that students are given the opportunity to express their views on issues of concern to them in the college. It is equally important that they are listened to and encouraged to take an active part in promoting the vision and mission of the college.

Every year Gymkhana and cultural committee conducts students council election , for smooth functioning of all events throughout the year. Students council plays a proactive role in the college functioning and contribute for students welfare. Students council takes initiative from planning to execution stage of each programme. Student council motivates students to take part in programme conducted in the college. Student council also takes leads in arranging resource persons for yoga demonstration. Student council orients students about add-on courses offered by our institution. In the pandemic situation, student council members informed teachers about the problems faced by students due to unavailability of technological equipments. Like unavailability of android phone. due to proper follow up with students , issues related to ICT enabled teaching were solved.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

15

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	No File Uploaded

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

The Alumni are truly a strong support to the institution. Maintaining good relationships with alumni over time is crucial to the success of higher ed institutions.

Alumni of college organises variety of programmes in regular functioning of the institution. Alumni take active participation in organising curricular as well as co curricular programmes. Alumni of the college held interviews for college students in Achievement Junior college.

For curricular aspects alumni held online meeting to orient the

current batch regarding how to teach online. Alumni takes lots of efforts in organising webinar on the theme- orientation of NET/SET examination keeping a definite aim , alumni focus on students overall development by organising speeches on alternate therapy .

Considering current teachers future - alumni organised programme on orientation of central teacher eligibility test. Alumni takes leading role in demonstrating micro as well as macro lessons of all subjects. The current year students are benefited by all such activities organised by alumni association in the form of sharing experiences by them.. Alumni interacted with current students regarding new methods of teaching that can be used in schools.

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	No File Uploaded

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

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

1

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	No File Uploaded

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

The college has a active Alumni Association. Alumni association help students stay connected and it also helps in sharing some of most precious memories. Alumni act as a strong support system to the institution. Consistent Alumni meets and interactions in the same results into planning of various programmes. Every Year alumni also share information and experiences on what's app group and telegram group about placement as well as posts regarding admission procedure for further education.

Multifarious curricular as well as cocurricular activities are conducted on regular basis in the college. The college assigns the alumni lead positions in different programs resource for the events. Talks and experiences shared by alumni act as a source of motivation for current batch students.

Alumni contributions for institutional and academic development

- Alumni invited as resource persons and guest speakers
- Demonstrations of micro lessons as well as macro lessons.
- Alumni invited as judges for various programs
- Active involvement of alumni in training for cultural events
- Share information regarding placements and employment opportunities

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

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.

Vision- Life Long Learning

Mission - "To impart quality teacher education and encourage life long learning among teachers."

College aims at imparting quality teacher training to develop personal, professional, emotional, spiritual and social competencies required to meet the challenges of changing educational system. The training provided by the college aims to infuse these different competencies and values among the student teachers, who will transmit it to the students of the schools, in which they serve. The management provides timely guidance to promote conducive learning.

The College Development Committee and IQAC takes active lead in planning, monitoring and evaluating the various academic and administrative process. Staff meetings are conducted on regular basis to plan and conduct activities as per action plan. The faculty participates in planning and execution of various activities as members of various committees. The teachers and students council encourages all the students to participate in various programs. The entire thrust is on creating belongingness among the staff and the student teachers. The effective leadership and participation of staff and students help in achieving the vision and mission of the institution.

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	No File Uploaded
Any other relevant information	View File

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

The college believes in democratic working through team work and participatory decision making. The administration follows decentralized system of governance. With help of College Development Committee and IQAC, Principal takes decisions to achieve the set goals.

The faculty shows active involvement and participation in the activities of the institution. At the beginning of the academic year, the Principal along with the IQAC prepares the academic calendar. There after the faculty members of the respective committee meet to discuss and finalise the activities to be conducted. The faculty are given the privilege to make changes as per the requirements of the activities they intend to conduct. The members of student council are also involved in the planning and organising of various programmes. Due to the pandemic induced lockdown all the meetings and activities were conducted online.

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.

To achieve the desired goals, transparency in the functioning of the institution is essential. The management takes a keen interest in the administration of the college. They are informed about the activities of the college. The Principal makes presentation of different events and activities in Annual General meeting of the management.

The decision taken in the CDC and IQAC are disseminated among the faculty members in the staff meeting. Regular staff meetings helps in maintaining transparency in various matters. The students through the student council are informed about various activities of the college.. All the activities are periodically reviewed by the Principal.

The pandemic of 2020 -2021 kept the institution closed for better part of the year. Though physical presence in the college was not possible, all meeting were conducted online. Information's were disseminated even using social media like whatsapp.

Regarding the financial aspects the accounts are regularly audited. There is an internal auditor and external auditor who looks after the financial aspects of the institution.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
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 academic year 2020-2021, the educational institutions were closed due to the pandemic COVID-19, the teaching -learning shifted from offline mode to online mode. Time table displaying various academic and other activities is prepared and followed.

Internship is an important activity of teacher education. As per the instruction provided by the University of Mumbai the internship was carried online. For the smooth transition of internship from offline mode to online mode, planning was essential. The members of Internship (Macro Lesson committee) had a meeting with the I/C Principal to decide the process of conducting the internship. Thereafter, a meeting was conducted with the entire faculty. They were briefed on how the online internship is planned. The students were oriented regarding the transition from offline mode to online. The student-teachers were oriented on how to present a lesson in a simulated environment, the various online platform and steps to use the online platform. (for instance how to share the screen)

Alumni was invited to orient and give demonstration on how to take an online lesson.

The student-teachers were given lesson guidance using google

meet. Timely counselling was provided to the students as and when required. The entire internship was completed without much hassles.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
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 head of the institution is the Principal, the administrative bodies are the CDC and IQAC. Academic and Administrative policy decisions are implemented through the IQAC, The academic calendar is prepared along with other faculty members in consultation with the Principal. Various committees viz. lesson committee, examination committee, cultural committee, community work committee prepare the plan of action for their respective committees, these are discussed in the IQAC, suggestion are given, thereafter the committee have the flexibility to make minor changes in the process of implementation, if required.

The Head clerk sees the office administration, admission, Scholarships, freeships, accounts, eligibility, issue of various required documents to staff and faculty. Maintenance of all records and correspondence with various Higher education regulating bodies like affiliating University, UGC, NCTE and Government authorities is done by the office.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and

Three/Four of the above

Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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.

Due to pandemic lockdown the college remained closed. The teaching learning process shifted from offline to online. This was totally new experience for the faculty and students. The students had to complete their internship through online mode. In order to make the process easy for the students. The alumni committee decided to organize a online session on online teaching and learning. For this purpose the alumni of the college was invited to demonstrate the online teaching and learning process, the use of apps for teaching, preparation of power point presentations. This session helped in easing the initial apprehensions of students-teachers regarding online teaching.

The programme on how to prepare for NET/SET was organized. Those were the days of stress and strain, a session on Alternative Therapy was also organized. For both the program the resource person was alumna of the college. These activities were hugely beneficial for the students.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

The thrust of the college administration and the management is well being of the teaching and non-teaching staff.

- The institution deposes faculty for refresher courses, short term courses, and participates in seminars and workshops.
- Adjustments are made in the timetable for the staff to attend. Duty leave is granted to attend refresher courses and short term courses.
- Temporary advancements against salary are made available to the teaching as well as non-teaching staff.

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

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

2

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	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
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

8

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

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

There is an inbuilt mechanism for performance assessment.

Teaching performance of faculty members is assessed through self appraisal form.. The areas covered are Academic and Professional Growth, Teaching Methods used, Research papers published in journals, Guidance rendered to Research Scholars, Participation in Seminars, Workshops and Conferences, Participation in orientation programmes, refresher courses and Participation in Extra-mural Activities. Attendance, student teacher relationship, Help rendered in college administration by membership of various committees such as Discipline Committee, Admission Committee, Students' Welfare Committee are also taken into consideration. These forms are analysed by the Principal. Semester wise result analysis also enables the Principals to monitor the teaching learning activity.

At the end of academic year feedback is collected from the students. Various aspects regarding the curriculum and the teaching-learning process are covered.

The Principal of the institution on the basis of her observation and feedback given by the student-teacher evaluates the faculty and provides necessary suggestions.

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

6.4 - Financial Management and Resource Mobilization

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

The accounts are audited regularly. There is internal as well as external auditor. M/s. Borkar and Muzumdar is internal auditor and accounts are externally audited by Joint Director and A.G. Office. External auditor prepares standard audit programme. The Auditors conduct Audit by checking basis of all Payment Vouchers, Receipt Vouchers, Bills, Bank Reconciliations and Bank Statements. The institution has a system of Pre - Audit on concurrent basis by the Auditors, which results in a full proof system of checking and control for all payments and receipts.. This system of Audit identifies the discrepancies which are rectified at the preliminary stage itself.

Financial statements are presented in the CDC meeting and the points with special reference to optimum utilization of the financial resources are discussed and deliberated and subsequently the Audited financial statements are adopted and approved in the meeting.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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.

The institution gets financial support in form of Salary grants from government. With the respect of tuition fees the college follows the regulations regarding the affiliating University.

The college does not mobilize any resources through donation, since it does not accept any donation. The institution has the ideology of Seva Bhav.

Members of management take care of financial resources/ requirements. In case of excess of expenses over income the resources are provided by management.

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

6.5 - Internal Quality Assurance System

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

IQAC has been established for quality assurance and quality sustenance. The college implements most of its quality assurance mechanism through detailed planning, collective decision making and

team work. The progress of college is viewed from the success of its activities. All the activities of the college are monitored and reviewed through the IQAC cell,

The IQAC audits the committee reports and activities of the college and gives the audit report to the Principal for further action. Suggestions are given to respective committee members for enhancement of the performance of the committee.

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	No File Uploaded

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.

In the academic year 2020-2021, due to the pandemic the teaching-learning shifted from offline to online mode. All the lectures and all activities were conducted online. The member of the IQAC prepares the time table for all lectures and other activities that were held online. At the end of semester feedback was taken from the students. The feedback was analyzed and the observation made was discussed with the faculty. In faculty meetings a review was done of all the activities that were conducted. The difficulties the students and faculty faced were discussed and suggestions were given to minimize the difficulties.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

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

15

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://sscoe.edu.in/uploads/AQARS/IOAC-2020-2021.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://sscoe.edu.in/AQARS.html
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

For first cycle:

As per the suggestions given by the NAAC- IQAC and research cell was established .

The college started the programme of Ek Muthi Yojana, through this programme rice and pulses were distributed in poor hamlets around Kalyan, Badlapur, Karjat and EK Fruit Yojana, the purpose of this programme was to enable the teacher trainees to get a better understand of the diverse world around . It provides opportunities to visit differently abled schools and understand how the teacher's teach in these schools and how children learn.

For second and subsequent cycles:

The college had tied up with REAP, an NGO that works with the underprivileged. The teacher trainees were deputed to the study centres of this organization, where the teacher trainees taught in a very non-formal atmosphere

To promote organisational skills in the teacher -trainees inter-school competitions were organised.

The library has been computerized with UGC sponsored INFLIBNET software i.e. SOUL (Software for University Libraries). By this SOUL, acquisition, serial control and bar-code enabled automation activities takes place.

The college organized workshops, conference sponsored by various agencies like UGC, ICSSR, AIU, IATE and University of Mumbai.

Faculty exchange programme with other colleges of Education.

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.

Energy conservation refers to the methods of reduction in energy consumption by way of elimination of wastage and promotion of efficiency. The institution adopts various ways and means for eliminating wastage of energy as given below :

WAYS OF ENERGY CONSERVATION :**Electricity conservation:**

- The college building has large airy classrooms, with maximum utilization of natural light and cross ventilation. This reduces the need for fans and lights during most of the year and also minimizes the use of air conditioners which in turn reduces electricity consumption.
- Teachers, students and non-teaching staff regularly ensure that lights and fans are switched off when not needed.
- The college is replacing the tubelights and bulbs with LED lights
- The college is generating own electricity with Solar Panels installed on terrace.
- The teachers and support system as well as students are informed to shut down the computer down when not in use.
- Regular maintenance of electrical equipments is done to minimize unnecessary usage of electricity.
- A non teaching staff has been assigned the duty of maintaining the electric equipments .
- Repairs are carried out and replacements are made whenever required.

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.

Institute encourages environment friendly waste management practices as follows:

Solid waste management:

? Students and staff are made aware of proper waste management practices through lectures, displaying slogan boards in the campus to reduce waste at the institute.

? Segregation of dry and wet waste on a daily basis from various sources.

? Separate dustbins are used for different types of wastes.

Decrease in the use of paper:

- To attempt paperless evaluation, E-submission of practice assignment and answers has been adopted.
- Many teachers encourage the use of Google docs. This encourages independent learning.
- The examination committee has started and successfully implemented Paper less question paper submission.
- There has been increase of e-notices and e-reporting of all activities across the board, by faculty, office and students.
- The use of WhatsApp, sms and email for communication with all stake holders has witnessed increased -----

E-waste management

- Non functional computers and peripherals are repaired and reused
- Old versions of computers are given to who so ever has a good use of them
- The E-waste collected is stored in the store room and disposed of every year accordingly.
- Old monitors and CPUs are repaired by our technician and reused.

Liquid Waste management

Liquid waste from the points of generation like the water tanks and toilet etc is let out as effluent into a proper drainage facility

and to avoid stagnation. All the liquid waste from washroom, bathroom is collected into soakage pits through systematic drainage. Zero percent leakage of waste water is ensured.

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

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

Two 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	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	No File Uploaded
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 and sanitation are the priority of the institution. On a regular basis the college keeps the campus clean and maintains greenery by planting different plants. Tree plantation enables to beautify and enhance the green cover of the college. Weeding of unwanted grass is done on regular basis in the college campus.

The college conducts various activities like swachata abhiyan, tree plantation, awareness campaigns, talks, poster competitions on a regular basis.

Online session was conducted :

Nature Conservation Drive - "Grow Green before Green Goes" was conducted on 05/08/2020 via Online Platform - Google Meet

Due to the pandemic situation, the institution avoided conducting above activities in and out of the institution for the safety of teachers and students.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

One 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	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

NA

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

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

The institution caters to the need of different practice teaching schools in different forms like providing counselling to the school students ,problem solving session for school students related to Maths,science and English subject. During internship teacher trainees arranges various activities in schools like exhibitions,competions ,treeplantation ,helping school staff in organising various events.

The college carries out different activities to address locational advantages and disadvantages groups i.e. Community work, visit to REAP centers ,EK FRUIT YOJ ANA and EK MUTHI YOJANA.

Due to Covid Pandemic and lockdown the institution could not involve

resources from community for conducting different activities.

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

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

C. Any 2 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	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practices

Practice 1: Onsite experience of special education schools

? Goal of the Practice: To provide an opportunity for comprehending needs of special children with reference to Hearing Impaired, Visually Impaired and mentally retarded through onsite experience

? Process:

? One of the Core paper deals with the theoretical aspect of special children and their needs, which is dealt with by faculty during classroom teaching.

? Learning is made more concrete by arranging visit on special days to Hearing Impaired, Visually Impaired and mentally retarded in the vicinity of our college.

? Students are grouped with respective in-charges to carry out interaction, collection of data and presentation.

? The success of activity is evaluated in the classroom when group leaders share their experiences.

? Impact of the Practice: .

? Develops generosity and awareness among pupil teachers about special children.

? Helps in Understanding the concept of special children,

? Helps in comprehending Teaching-Learning techniques and strategies for special education.

? Develops Understanding the need and importance of Inclusive education.

? Resources Required :

? Dedicated faculty and students

? Support of Special Education Institutes

? Adequate time allocation

? Remarks : The compiled experiences are blended with theory by the concerned faculty during the teaching learning process. This practice proves to be a paradigm shift from theory to practice

But due to COVID Onsite experience of special education schools was

avoided but students were provided information through the theory lectures

Practice 2: Ek Muthi Yojana

? Goal of the Practice:•

? To develop a sense of social commitment among the students.

? The basic purpose of conducting novel activity "Ek Muthi Yojana" is serving the underprivileged sections of the remote and inaccessible nearby rural areas.

? Process:

? Fistful of grains is contributed by every student and staff for a certain period .The collected grains are distributed on some special occasion or day.

? Impact of the Practice: •

? • Develops a sense of Commitment towards the society among the students.

? It develops qualities like sensitivity, empathy among the students. Thereby it develops social values.

? Resources Required :

? Dedicated faculty and Student Council

? Support of the villagers

? Collected grains.

? Remarks :Through this activity students and faculty get a chance to visit remote rural areas and witness the living conditions of the underprivileged group of the society.

Due to COVID situation, visits to these places (villages) were avoided but the students were made aware of it.

Community work was carried through online mode

Practice: Online Community work

Goal of the Practice :

- Community work aims to create awareness of the different social problems and motivate the students to participate in the community work.
- Process :

As per the two year B.Ed. programme,

- Community work is carried out in Semester -1 for one week
- It is a part of the internship programme in Semester - 4 for one week.
- Community work includes community services through different activities.

The academic year 2020/2021 is unique in the human history. COVID-19 Pandemic spread across the length and breadth of the country, resulting in closure of very educational institution for an uncertain indefinite period of time. The mode of education shifted from offline to online. Community work was carried out in online mode

- The students were oriented regarding the online community work and the activities to be carried out.
- Permission was sought from various experts to conduct talk using online mode.
- Students participated in various programmes - Yoga, Best out of waste, Talk by experts.
- School students participated in talks by resource persons on topics like nutrition, COVID-19, mental health etc.
- Impact of the Practice :
- Students involved in activities willingly.
- Motivation by faculty in charge led to initiative by the student teachers.
- Values like team work creativity, cooperation, dignity of labor, self-control, conservation of resources etc.were inculcated among student teachers.
- Resources Required :
- Dedicated faculty and students
- Support of experts
- Adequate time allocation
- Remarks :
- Students learned different online modalities for conducting online sessions pertaining to talks ,yoga sessions

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

Seva Sadan's college of Education is aided institution under university of Mumbai founded by philanthropic society Seva Sadan Trust -Wadala ,Mumbai in 1966 a pioneer Teacher Education institution.The college offers an array of UG ,PG and Ph.D programmes in Education under different modes to meet the demands of lifelong learning among the learners.

Our College inculcates social responsibility among the student teachers by activities like EK MUTHI YOJANA and EK FRUIT YOJANA for villagers and students with special needs .ROTI BANK is kept to develop a sense of social commitment among student teachers.

Seva Sadan stands for SEVA BHAV , in that context REAP (Reach Education Action Programme) an NGO collaboration satisfies the needs of social commitment among the students .Our student teachers visit centers situated in the slums of Thane and Mumbai area for teaching underprivileged groups.

Due to COVID the activity at the REAP center was avoided.The academic year 2020/2021 is unique in the human history. COVID-19 Pandemic spread across the length and breadth of the country, resulting in closure of very educational institution for an uncertain indefinite period of time. The mode of education shifted from offline to online. Community work was carried out in online mode. National Webinar on " Women : Stewards of Environmental Sustainability", was held in spite of pandemic situation..

College has practice of providing financial assistance to weaker students through NGO's besides government scholarship.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded

NAAC