



YEARLY STATUS REPORT - 2021-2022

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	421003
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.Deepika.Sharma
• Phone No.	9820448414
• Alternate phone No.(IQAC)	9820448414
• 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-2020-2021.pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	Yes

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/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
0	Nil	Nil	Nil	Nil

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1) Immunity Booster (Yoga) Online Workshop by Art of Living from 21/6/21 to 23/6/21. 2) Organising different online and offline activities under different committees. 3) Talk on Curriculum in Different Countries by our alumni Shaffi Bhure on 8/12/21 4) Alumni Meet on 7/11/2021. 5) Organising various Talks by Eminent Personalities on Topics like Quality Enhancement for Schools, Human values and Professional Ethics, Futuristic Role of a teacher, managing PhD Research Work etc. 6) Online National Level Essay Competition was organised to commemorate 75th year of India's Independence on Topic -Position of Women in Contemporary India.</p>		
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	Both curricular and cocurricular activities were conducted keeping in with the projected plan
Training students about conducting online sessions and curricular and co-curricular activities	Demonstration of Lessons By Alumni
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 and Offline 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 and Offline Examination system i.e., MCQ and Descriptive Questions.
Planning and Execution of Community Work	Community work was also organized. The teacher trainees were divided into groups and visited various special schools and community centres.
Each One-Teach One.	Women Development Committee organised
Placement Drive	Campus Interviews conducted by various schools
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> 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
2020-2021 C-33930 (B.Ed)	01/02/2022

15. Multidisciplinary / interdisciplinary

Our institution is Government aided Teacher Education College providing 2 years (Choice based credit system) B.Ed programme of University of Mumbai. The curriculum is prepared by University of Mumbai as per NCTE norms; we are abiding by norms of University and NCTE.

The vision of our institution is "Life Long Learning". The mission is to "To impart quality Teacher Education for all the aspirants irrespective of caste, creed, religion and language" Our college admits students from different disciplines for B.Ed programme.

The structure of curriculum consists of different Core courses, Elective courses, Interdisciplinary Courses, Special fields, Ability and Audit courses; where by multidisciplinary & interdisciplinary approach is followed. Special Field's Pedagogy of School subjects and EPC courses (Enhancing professional competencies of teachers) help in integration of Humanities and Science.

College will offer 4 years Integrated B.Ed programme as per guidelines of NCTE and University of Mumbai, then only Multiple Entry and exits can be made possible. Our institution is recognized Ph.D research centre of University of Mumbai for guiding Ph.D, M.Ed and B.Ed students. Researches are carried out in different areas like Educational Sociology, Educational Management etc. In future the centre will undertake research on society related problems, viz Unemployment, Special schools, Social sensitive issues, and tribal issues will be taken into consideration. The good practice followed by our institution is pertaining to research cell which conducts activities for strengthening Research culture by carrying out minor, major research projects publishing research articles in reputed journals, etc.

16. Academic bank of credits (ABC):

Our B.Ed programme is choice based credit system prescribed by University of Mumbai. As per ordinances there is Formative and Summative assessment of students for all semesters. At present our institution is not registered for ABC so there is no provision for multiple entry and exists during the programme. As and when

guidelines come from authority for implementation of NEP, the institution will register itself for ABC.

17.Skill development:

The college was offering certificate course in English, French and computer. It will be converted into credit based full fledged programme, subject to approval of NCTE and University of Mumbai. The college will prepare level wise curriculum of different skill development programme as per guidelines of National Skill Qualification Framework subject to approval of NCTE and University of Mumbai.

Our institution conducts various academic and cultural activities based on 10 core elements and values incorporating humanistic, ethical and constitutional values. Voting awareness day, Constitutional Day, Celebration of National Days are some activities organised by college. Talks on various topics viz ;Human values and Professional Ethics, Futuristic role of teachers, Quality Enhancement in schools , Stress Management are arranged. EPC and audit courses enable us to inculcate different values among students. The college plans to start different certificate courses for vocational education training as per NEP 2020, Ours is study center of IDOL, YCMOU and IGNOU offering different programmes in the field of Education.

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

Ours being Sindhi minority institution, we are planning to start certificate course in Sindhi for preserving the language. Similarly for preservation of Indian language- Sanskrit the college has planned to start a short term certificate programme in same; subject to the approval of University & NCTE.

The teaching learning process in the institution is carried out in bilingual mode of transacting the curriculum. For preservation of culture various celebrations are conducted in form of festivals- Diwali, Navratri, Important Days, and National Days. Opportunities are provided to the students for participating in these activities.

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

Our institution follows the guidelines of University of Mumbai for Outcome Based Education in form of Formative and Summative Assessment. It covers Cognitive, Affective and Psychomotor domain of objectives.

To ensure Outcome Based Education the college follows good practices covering all three Domains.. Focus group, mentor- mentee, study circles ,Peer tutoring, problem solving session help in Cognitive development.Cultural Programmes, Sports, celebration of National and other days lead to development of Affective Domain.In and Outhouse competitions help in Psychomotor development..

20.Distance education/online education:

Our college offers various programmes under the Umbrella of Distance Education- YCMOU and IGNOU. The programmes offered by IGNOU B.Ed, Certificate course of Library and Information science (CLIS), Bachelor of Library and Information science (BLIS), Master of Library and Information science (MLIS), PGDSLML, PGDHE, PGDET, CIG and Master of Arts (Psychology) MAPC. Similarly YCMOU's B.Ed programme, Our College has PCP of MA (Edu) IDOL University of Mumbai. The distance Education programmes are conducted through online and offline modes there by leading to Blended learning.Our faculty uses different learning management platforms like Zoom, Google for delivering the content to distance learners. Seva Sadan's College of Education conducts workshops and counseling sessions for Distance learners. Internal assessment of Distance Learners is carried out by Academic counselors in the form of evaluation of Assignments. Practical's of some programs are conducted as per the schedule of RC Mumbai. Our college is Examination Centre for IGNOU Term End Examination.

Extended Profile

2.Student

2.1	264
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
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Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description	Documents	
Data Template	View File	
2.4	156	
Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5	156	
Number of graduating students during the year		
File Description	Documents	
Data Template	View File	
2.6	100	
Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
4.Institution		
4.1	1356650	
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2	66	
Total number of computers on campus for academic purposes		
5.Teacher		
5.1	14	
Number of full-time teachers during the year:		

File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	16
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Curricular aspects</p> <p>1) Curriculum planning</p> <p>1.1.1 Institution has a regular in house practice of planning and /or reviewing ,revising curriculum and adapting it to local context/situation.</p> <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 every year 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 college time table reflects theory lectures and practicum. Separate time table for internship programme, lesson guidance, project, and examination is prepared. It is displayed on the notice board for the students. . The Academic calendar and timetable , schedules of the Curricular and Co Curricular activities are documented and filed. The academic calendar is modified as per the guidelines of University of Mumbai or as per the requirement of the institution.</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

E. Any 1 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	https://www.sscoe.edu.in/upload/content/1676619893_Prospectus.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

10

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

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.

curriculum of institutions provides oppurtunities for the students

to acquire and demonstrate knowledge ,skills,values and attitudes related to various learning area

a) a fundamental or coherent understanding of the field of teacher education

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. During the internship program pupil teachers get ample opportunities to acquire and demonstrate their knowledge and skills. They get the opportunity to put theory into practice.. Different co-curricular activities promote all round development of the students.

Procedural knowledge helps the student teachers to perform task in actual situation with perfection. Every student opt for two pedagogy subjects, which they have specialised either at graduation or post graduation level. Micro skills help the student teachers to become effective teachers at different levels of school. Students are oriented with various simulated techniques is useful to teach their respective pedagogy subject when they would enter in their professional life.

Whereas Internship in different semesters develop skills, values and attitudes required by a professional teacher. The qualities of leadership,self confidence,class management,conduct management.? Capability to extrapolate from what one has learnt and apply acquired competencies ?

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	No File Uploaded
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

There is a course on educational management in semester two which includes characteristics of various Boards of Education namely SSC,CBSE,ICSE ,IGCSE and IB. In semester 3 there is a course assessment for learning havingan assignment on study and comparison of format related toContinuous comprehensive assessment of different school boards.

1. It deals with the establishment of different Boards,
2. Each state has its own Board of education and it conducts examination for class10th and class 12th. it coordinates between national policies and state policies. CBSE conducts entrance examination at national level which prepare the students for competitive exams like IIT,CAT,IIM. IB curriculum is useful for parents who are global trotters. all IB students must study .two year course called theory of knowledge, work to produce and extended essay and engage in creativity ,action and services. IGCSE offers a variety of routes for learner with a wide range of abilities including those whose first language is not English.
3. SSC board develops skills needed tofulfil the local needs of the society. .CBSE caters to national level, and other Boards prepare the students for higher education abroad.
4. Each Board conducts examination for Xth and XIIth students every academic year.
5. Each student is evaluated as per the set norms and standards by each Board.

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

Theory to Practice

There is an inter Disciplinary Course-2 (IC 2) namely Educational management in B.Ed Curriculum which includes topics like Functions of management such as Planning, Organizing, directing, and controlling. Leadership skills is also included in this course.

Groups of student teachers are made for conducting internship smoothly. A group leader is appointed from them who takes the responsibility of planning the lessons, organising the lessons of their group, providing instructions to the team members. A group leader has learnt different leadership skills like decision making, grievance management and crisis management which help them to perform effectively. How well the group leaders can get through with their groups is learnt through this course on different leadership styles. The group leaders adopt a leadership style as per the context.

There is a student council formed at the beginning of the academic year who are the student representatives. They organise different curricular and co- curricular activities throughout the academic year under the guidance of concerned faculty member.

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

One 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

264

2.1.1.1 - Number of students enrolled during the year

100

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.The aspirants 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-Readiness of students is assessed through personal informal interview at the time of admission.

Talent Search -After the admission,assessment is 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 as per their stream of graduation or post graduation in first year and to assess their readiness for the profession.

Academic support - Students are supported at the entry level and also through out the programme.Handouts, Content notes and PPT are prepared and shared with the students to provide academic support. This 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 Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	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	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

10 :1

2.2.4.1 - Number of mentors in the Institution

14

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	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 2021-2022, the teaching learning activities were carried out using online and offline mode. Even in an online mode, participatory learning , focused group discussions etc were adopted. Online as well as Offline references related to theory courses werealso provided for enhancing student learning.

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

The students made online as well as offline presentations on the given topics, participated in discussions and seminar presentation based on theory courses.

Lesson planning workshop, Teaching Aids workshop, 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.

Online mode of teaching was transformed to Fulledged Offline mode from February, 2022 for B.Ed Semester IV Batch (2020-2022) and Semester I Batch (2021-2023).

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

14

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

256

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	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

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. Practice teaching lessons, Community work, Internship, etc. are the activities which provide opportunity to the students to work in teams.

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	View File

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

Five/Six of the above

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

2.4 - Competency and Skill Development

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

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 possibl	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	No File Uploaded
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	View File

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

Four 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	View File
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 schools. 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.The Internship activities were conducted in online as well as offline mode.Internship was conducted online for B.Ed Sem II and III whereas it was conducted offline for B.Ed. semester IV.

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

156

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
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	No File Uploaded
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 the teacher trainees.

Note:- Internship was done Online in B.Ed. Semester II and III by the teacher trainees due to COVID - 19 pandemic situation. And Internship was done Offline by the teacher trainees in B.Ed. Semester IV.

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

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

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	No File Uploaded
Any other relevant information	View File

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

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

14

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**13**

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

2.5.3 - Number of teaching experience of full time teachers for the during the year**15****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year**

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 for B.Ed Semester II and III by the college due to pandemic COVID - 19 situation and Offline for B.Ed Semester IV in the academic year 2021-2022.

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 2021-22 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 syllabus. 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 for B.Ed. Sem. II and III students of Batch (2020-2022) were conducted Online due to Pandemic situation whereas activities related to Teaching - learning were conducted offline for B.Ed. Sem. IV students of Batch (2020-2022) and B.Ed Sem. I students of Batch (2021-2023) as per PLOs and CLOs of respective semester.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
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	View File

2.7.4 - Performance of outgoing students in internal assessment

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

65

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

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

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 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 2021-2022 B.Ed Semester II and III examinations were conducted Online due to COVID - 19 pandemic and B.Ed Semester IV exam was conducted Offline.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.sscoe.edu.in/uploads/Student%20Satisfaction%20Survey.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	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	No File Uploaded
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	Three of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	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

9

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

01

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

3.3 - Outreach Activities

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

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

03

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

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

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

223

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

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

223

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

223

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.

Every year Seva Sadan's College of Education conducts a donation and cultural committee. The drive began with the collection of Grocery articles and Clothes by student's and faculty members from 23rd November, 2021 to 27th November, 2021. On 30th November, 2021 we made food packets from available groceries and segregated clothes according to the age and need of the people . College staff and students accompanied us for this work. On 2nd December, 2021 with the help of student council members and students the drive started. 2 teachers Dr. Dnyaneshwar Bhamare sir and Dr. Sanjay Nimbalkar sir accompanied the students. The donation drive began at 9:00am and reached Ambeshiv and Katkariwadi Gaon at 9:30am. We started our

activity by donating clothes, Food and chocolates. The drive covered each and every corner of the village, with the support of sarpanch and people of the village we successfully completed the drive. The donation drive campaign was a huge success. We are proud that such a large number of students and staff came out in support of the people.rive under the name of 'Ek Mutthi Yojana' organised by the Gymkhana committiee

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
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

0

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

3.4 - Collaboration and Linkages

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

0

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

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

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

2

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

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

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	No File Uploaded

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 Airconditioned suitable for lectures and tutorials .

The institution has Science laboratory consisting of different scientific apparatus, equipments, charts and models which are useful for practice teaching lessons.

The Psychology Laboratory has different tests and batteries. It also has apparatus which are required. for psychological testing.

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 .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 .

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

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

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

9

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)

13,56,650/-

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.

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	View File

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

Our library has richest collection of Books, Journals, Back volumes, Encyclopedias, Biographies, Subject and General Dictionaries, CDROMs, Videos, e-Resources, Theses and Dissertations It is located on 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 timings are from 9.30 A.M. to 5.00 P.M. on all 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 and faculty members 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 membership to those who are pursuing Higher Education..

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

All of the above

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

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

42432/

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

23

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 for the staff and student teachers. 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, Institution updates ICT lab facilities for staff and students. 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 for admissions, payment of fees and other purposes 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	View File
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 connection in the Institution (Leased line) Opt any one:

E. < 50 MBPS

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
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	https://youtu.be/pkOXr6t1pxk ,%20 https://youtu.be/i_dSSZBt0nk ,%20 https://youtu.be/AORhRhsU sy12E ,%20 https://youtu.be/zS5jD0vw7dq ,%20 https://youtu.be//8Y8q3n7VScY ,,%20 https://youtu.be/h-CLpBsp5S4 ,%20 https://youtu.be/LXbrXBwxg_M https://youtu.be/pkOXr6t1pxk ,%20 https://youtu.be/i_dSSZBt0nk ,%20 https://youtu.be/AORhRhsU sy12E ,%20 https://youtu.be/zS5jD0vw7dq ,%20 https://youtu.be//8Y8q3n7VScY ,,%20 https://youtu.be/h-CLpBsp5S4 ,%20 https://youtu.be/LXbrXBwxg_M
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

2,57,713/-

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. Appointed electrician look after the electronic facilities.. The Computer Laboratory staff also contributes in the maintenance of computers. Library has a support staff appointed for maintaining the books. The Institution has well equipped classrooms for different mediums of instructions. We have 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 and Psychology Laboratory. The Science Laboratory has models and apparatus. List of apparatus is maintained. The entry register is maintained for students. The Psychology laboratory has many types of tests , inventories, and batteries. 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 basis.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.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

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

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

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

B. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	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
19	143

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).

48

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)

9

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 programmes conducted in the college. 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	View File
Any other relevant information	No File Uploaded

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

19

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

5.4 - Alumni Engagement

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

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.

For curricular aspects alumni held online meeting to orient the current batch regarding how to teach online.

Considering current teachers future - alumni organised programme on innovative methods of teaching .Alumni also interacted with current students regarding new methods of teaching that can be used in schools.

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..

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.	View File

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

01

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 an active Alumni Association. Alumni association help students stay connected and it also helps in sharing some of most precious memories.

Alumni act s 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 whats 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 resourcefor 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	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The aim of the college is to impart quality teacher education

programm. It aims to meet the challenges of the changing educational system through the development of various competencies- personal, social emotional, professional. 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 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, as members of various committees is involved in planning and execution of various activities. The students council is involved in planning and execution of various activities. The students are encourages to participates in various programme. 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	View File
Any other relevant information	View File

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

The college makes very effort to maintain a democratic work culture 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.

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 finalize the activities to be conducted. As per the requirement, the faculty can

make changes in the activities they intend to conduct. The members of student council are also involved in the planning and organizing of various programs. Due to the pandemic induced lockdown all the meetings and activities were conducted online later, with the relaxation in restrictions imposed due to COVID-19 activities were also conducted offline. The faculty shows active involvement and participation in the activities of the institution.

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.

For the effective functioning and successful implementation of various activities, transparency is as essential pre requisite. Transparency is reflected in the administration of the college at various levels. The management takes a keen interest in the administration of the college. They are regularly updated regarding the working of the college. In the Annual General meeting of the management the Principal present a brief information of the activities of the college. .

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.

Due to COVID -19 imposed the college remained 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. In the last quarter of the year the college opened physically enabling conducting curricular and co-curricular offline.

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 first five months of the academic year 2021 -2022 the college remained closed due to the pandemic COVID-19, hence the teaching-learning continued online mode. Time table displaying various academic and other activities is prepared and followed. Internship is an important activity of teacher education. The internship continued online. The members of Internship (Macro Lesson committee) had a meeting with the 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 student-teachers were oriented on how to present a virtual environment, The student-teachers were given lesson guidance using google meet. In the later part of the academic year, the restrictions were relaxed and the schools reopened giving student - teachers a chance to practice teaching offline. This was a motivating experience for the students-teachers. To practice teaching in a real classroom environment. Timely counselling was given to the student-teachers whenever they required, thus enabling a smooth shift from online to offline real classroom and then in offline simulated environment.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The head of the institution is the Principal, the administrative bodies are the CDC and IQAC. The administrative bodies conduct meetings, wherein administrative and academic matters are discussed, later the faculty is intimated the decision taken in these meetings. 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 committee, the plan of action is discussed in the IQAC meeting and suggestions given. The committee has the flexibility to make minor changes in the process of implementation. 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 Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	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.

An alumni is the most valuable asset of any educational institutions. Their contribution helps in the development of the institutions and its students. By engaging the alumni, the institutions can benefit from their skills and experiences. The college has a vibrant alumni association, periodically meetings are conducted. The alumni of the college are employed in schools, colleges and administrative bodies. Their contribution are immense, especially during the pandemic.

A talk was organised by the alumni association on 'Curriculum in different countries. Mr Shafee Bhure was the main speaker. he spoke on how curriculum is in different countries another alumni Manisha Linto who shared her experience about the teacher training system in Canada. this programme helped the students to have a comparative view about the educational system in India and other countries. .

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 to look at well being of the teaching and non-teaching staff.

- The institution deputed 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.

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	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
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.

0

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	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	No File Uploaded
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, innovative methods of teaching, 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, Gymkhana and cultural comiitteear are also taken into consideration. These forms are analysed by the Principal of the college. Semester wise result analysis also help 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.

- Performance of non-teaching staff is assessed on the basis of their regularity, punctuality, training programmes attended, special duties performed, updation of documents from the college office also principal evaluates their performance based on their communication skills, assistance provided to people coming to college office. The Principal of the institution on the basis of her observation and documents from the office 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	View File

6.4 - Financial Management and Resource Mobilization

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

The 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	View File
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 as mentioned in its name itself.
- Members of management take care of financial resources/ requirements. In case of excess of expenses over income the resources are provided by management. any other extra financial requirements are being taken care by the management of the college.

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 in college for quality assurance and quality sustenance. The college implements most of its quality assurance mechanism through detailed planning, collective decision making and team work of all the staff members, 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. Different novelactivities are also being suggested, suggestions are also made for better functioning of the various committees.

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

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

In the academic year 2021-2022, due to the pandemic the teaching -learning though initial started in online mode moved to hybrid mode and from the first week of March 2022 the teaching -learning shifted completely to offline mode. All the lectures and all activities were conducted systematically . The member of the IQAC prepares the time table for all lectures and other activities. 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

31

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.sscoe.edu.in/upload/content/1676462118_IQAC%20-%202021-2022.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.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 understanding 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 interschool 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. The college organised online open viva for Ph.D scholars.

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.

College encourages environment friendly waste management practices which are 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 college.
- Segregation of dry and wet waste on a daily basis by separate dustbins 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 minimised the use of paper.

E-waste management : Non functional computers and peripherals are repaired and reused. 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.

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										
<table border="1"> <thead> <tr> <th data-bbox="86 365 550 421">File Description</th> <th data-bbox="550 365 1471 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 550 521">Documentary evidence in support of each selected response</td> <td data-bbox="550 421 1471 521">View File</td> </tr> <tr> <td data-bbox="86 521 550 589">Geo-tagged photographs</td> <td data-bbox="550 521 1471 589">View File</td> </tr> <tr> <td data-bbox="86 589 550 734">Income Expenditure statement highlighting the specific components</td> <td data-bbox="550 589 1471 734">No File Uploaded</td> </tr> <tr> <td data-bbox="86 734 550 801">Any other relevant information</td> <td data-bbox="550 734 1471 801">No File Uploaded</td> </tr> </tbody> </table>	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	
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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										
<table border="1"> <thead> <tr> <th data-bbox="86 1070 550 1126">File Description</th> <th data-bbox="550 1070 1471 1126">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1126 550 1272">Income Expenditure statement highlighting the specific components</td> <td data-bbox="550 1126 1471 1272">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1272 550 1373">Documentary evidence in support of the claim</td> <td data-bbox="550 1272 1471 1373">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1373 550 1440">Geo-tagged photographs</td> <td data-bbox="550 1373 1471 1440">View File</td> </tr> <tr> <td data-bbox="86 1440 550 1507">Any other relevant information</td> <td data-bbox="550 1440 1471 1507">View File</td> </tr> </tbody> </table>	File Description	Documents	Income Expenditure statement highlighting the specific components	No File Uploaded	Documentary evidence in support of the claim	No File Uploaded	Geo-tagged photographs	View File	Any other relevant information	View File	
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Documentary evidence in support of the claim	No File Uploaded										
Geo-tagged photographs	View File										
Any other relevant information	View File										
<p>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</p>											
<p>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, arranging workshop on preparation of paper bags ,organising skits ,talk on importance of cleanliness,tree plantation and awareness campaigns ,</p>											

etc..

Cleaning of the campus and maintaining green cover as a part of community work was carried out during the academic year. This helps in maintaining cleanliness, sanitation, green cover and providing a pollution free healthy environment.

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)

0

File Description	Documents
Data as per Data Template	View File
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 arrange various activities in schools like exhibitions, competitions, tree plantation, helping school staff in organising various events. The college carries out different activities to address local advantaged and disadvantaged groups viz. Community work, visit to REAP centers, EK FRUIT YOJANA and EK MUTHI YOJANA. Due to pandemic all the some of the activities were conducted.

Ek Muthi Yojana activity was conducted on 2nd December 21 at Katkari wadi, Badlapur, where by some of the faculty members and student council members distributed food grains, cereals to the villagers. Women Development Cell conducted an activity 'Each one Teach one' on 8th March 22. Each student accompanied with one participant i.e. their mother, grandmother, sister-in-law. The student taught their companion to hold pen and made them aware about the alphabets in the languages in which the participants were comfortable.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website

D. Any 1 of the above

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

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

1) Each one Teach one

Goal :

- Main motto was to teach women who are unable to read and write their own name .

Process:

- ' 'International Women's Day' ' was organized by the Women Development Cell on 8th March, 2022 at 12:00pm with the theme 'Each One, Teach One' .

Impact :

- Each student accompanied with one participant i.e. their

mother, grandmother, sister-in-law.

- The student taught their companion to hold pen and made them aware about the alphabets in the language in which the participants were comfortable.
- The participants enjoyed this activity as the student gave them practice in writing their names

Remarks :

- Students learned the strategies to teach adults as well as quality of empathy was known.

2) Ek Muthi Yojana

Goal :

- Serving the underprivileged sections of the remote and inaccessible nearby rural areas.

Process:

- Fistful of grains is contributed by every student and staff for certain period.
- The collected grains is distributed in rural areas.

Impact :

- Develops a sense of Commitment towards the society and qualities like sensitivity, empathy among the students.

Remarks : Students and faculty get a chance to visit remote rural areas and witness the living conditions of the underprivileged group of the society.

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.Recent pandemic brought barrier in conducting activity for the said year .

College depicts its distinctiveness by conducting various activities in the form of arranging talk on different topics like quality enhancement,futuristic role of teachers,Human values and Professional ethics,Curriculum in diifferent countires,innovative methods of teaching amid pandemic.

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