



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SEVA SADAN'S COLLEGE OF EDUCATION

SEVA SADAN MARG, OPPOSITE CENTRAL HOSPITAL, ULHASNAGAR
421003
sscoe.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Seva Sadan's College of Education which believes in Seva Bhav is the pioneer institution founded by Philanthropist Late Seth Parasram Parumal Dabrai in the Year 1966 is affiliated to University of Mumbai. It has been awarded **Best College** by **University of Mumbai** and Distinguished College and Principal Award -TECHNEXT AWARD 2017 by Computer society of India .

Our college has been accredited by the NAAC with **A+ in first cycle** and Re-accredited with '**A**' in second and third cycle. College conducts programs right from certificate course in Nursery teaching to Ph.D. in Education. College is recognized study center of IGNOU, YCMOU Nashik, & IDOL (University of Mumbai).

The college has research centre which conducts Ph.D programme in Education since 1984, with 63 research scholars awarded Ph.D . 94.59% of the faculty members are Ph.D holders and carry minor and major research projects.

College publishes Bi-annual peer reviewed journal "**Innovation in Teacher Education: A road map**" with ISSN no. 0975-4989 is a step ahead for scholarly communication. Various seminars in collaboration with different nodal agencies at National and International level are conducted by the college.

College had a linkage with **NGO** known as **REAP** (Reach Education Action Programme) educating the underprivileged children of slum areas in Thane and Mumbai. College had faculty exchange programme with St. Xavier's Institute of Education, Mumbai.

Our student Nishad Chinchole secured certificate of Merit at 54th Intercollegiate Cultural Youth Festival, Department of Students Development, University of Mumbai.

Our College decentralized its functions, through committees under the ambit of IQAC which act with high zeal and efficiency .The management and Principal being very supportive takes keen interest in the institutional growth. Principal was Chairman in Board of Studies in Education, Member of Examination and Member of Academic Council. Our faculty participates in syllabus revision, examination, paper setting and assessment work of the University.

Ek Muthi Yojana, Ek Fruit Yojana, ROTI bank, Each one teach one are Best Practices of our College.Inspite of various challenges since last fifty six years the college has strived to provide quality teacher education.

Vision

“???????????????? ??????”

“Life Long Learning”

Meaning of the vision of the college is **As long as you have life, learn and preach through out the life .**

Life long learning aims the ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. It is important for an individual's employability in this competitive era and also enhances social inclusion, active citizenship, and personal development.

Life long learning will enhance the thirst for acquiring knowledge through out the life . It will increase the employability among the student teachers. It will make them dynamic and innovative in every walk of life .Life long learning provides various opportunities to enhance personal and professional life of learners.The institution carries out curriculum transactions through teaching learning process thereby enhancing different types of knowledge.viz.personal,propositional and procedural .

The training programme develops positive attitude among student teachers.Different professional skills , communication skills,clasroom management skills ,decision making ,stimulus variation skills,observation etc are developed during the course.

Institution motivates the student teachers for further studies through different modes of learning like face to face ,open distance learning and online mode.College has MOUs with IGNOU, IDOL and YCMOU.

Institution organises activities and programmes to mould student teachers to become capable for facing the challenges in the competitive era. The students are nurtured to excel professionally and to be a responsible Teacher. Field visits and community services are organised periodically to enhance the value of social commitment among the student teachers.

Mission

“To impart quality teacher education and encourage life long learning among teachers”

The major goals and objectives of the college are –

- To provide quality teacher education to all the aspirants irrespective of caste, creed and language.
- To promote the concept of meta learning.
- To extend pedagogical knowledge to the society.
- To promote research in field of education.
- To develop a positive attitude towards teaching profession.
- To develop personal, professional and social competencies required in the teachers.
- To develop understanding about the role of school and teacher as an agent of Social change, National integration and Scientific temper.
- To inculcate values of life among the teachers.
- To create awareness about current issues in education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Fostering Lifelong education for more than 50 years.
- Best College Award by University of Mumbai.
- Principal was the chairman Board of studies education, University of Mumbai, member of Academic Council, V.C. nominee, subject expert, member of scrutinizing committee for giving affiliation to different colleges.
- Most of faculty involved in syllabus revision, paper setting.
- Team work spirit.
- ICT Integrated teaching –Learning process
- MOU for Faculty Exchange programme with St Xavier's institute of Education.
- Recognised study center of IGNOU ,YCMOU and IDOL(University of Mumbai)
- Students participating at various national and state level competition.
- Enhancing english language profeciency among vernacular medium student teachers while providing lesson guidance.
- Nurturing personality development through activities.
- Language Laboratory
- Bagged awards at university level
- Job oriented course –certificate course in Nursery Teaching
- Ph.D center in Education under University of Mumbai
- Research guides.
- Most of faculty Ph.D. holders
- Competent and qualified faculty
- Faculty Undertakes Minor and Major research Projects Funded by various agencies.
- College publishes biannual peer reviewed journal with ISSN “Innovation in Teacher education ---A Road map”
- Organizes seminars/workshops/conferences at various levels.
- ICT equipped classrooms.
- Optimal use of ICT by Faculties.
- Vachhan Prerna Diwas and reading week is self evident for student teachers to go beyond the curriculum.
- Government scholarship to students.
- Financial help to needy students through NGO –Sunder Shewak Sabha
- Conduct of YOGA classess every day to promote physcial and mental well being .
- Spacious library with SOUL software
- Availability of Digital library to inculcate reading habits of E resources and Open Access resources.
- Book Bank Facility
- Career Guidance and counseling
- Training for entrance exam TET,SET ,NET in Education
- Faculty Publication through books and research articles in Peer reviewed/UGC/University news.
- Ek Muthi Yojana
- Ek Fruit Yojana
- NGO collaboration with REAP (Reach Education Action Programme)
- Maximum contribution and academic support of Alumni
- Green Energy in campus
- Faulty development for Teaching ,Non teaching
- Grievance Redressal cell
- Active student council

- Peer Observation of Teacher Educators
- RUSA funding Under Infrastructure

Institutional Weakness

- Government delayed Admission Process.
- Time constraint for organizing several programmes to meet enhancement of quality.
- Financial constraints

Institutional Opportunity

- Undertaking research projects
- Additional certificate courses
- Integrated Programmes
- Academic Assessment Database
- Hybrid learning.
- Publications in UGC /Peer reviewed Journals
- Exploring Alumni potential
- Community engagement

Institutional Challenge

- Delayed Admission Procedure
- Completion of syllabus in time.
- Delayed B.Ed result affecting Job opportunities and further education
- Waning vernacular medium schools
- Financial Inflation affects quality and sustaining resources .
- Limited scope for government jobs .
- 4 years Integrated B.Ed
- Multiple entry and Exit

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Seva Sadan's College of Education 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. Vision , Mission and Objectives are in terms of addressing the needs of society.

A detailed Academic calendar is prepared by IQAC at the beginning of every year which is based on programme learning outcomes and course learning outcomes. Academic calendar is communicated with all the teachers of the institution. The academic calendar is modified as per the guidelines of University of Mumbai or as per the requirement of the institution to acquire and demonstrate knowledge,skills,values and attitudes

related to various learning areas. 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 notice board and sent via whatsapp to the students. The Academic calendar and timetable, schedules of the Curricular and Co-Curricular activities are documented and filed.

Curriculum transaction is done as per the academic plan adopted 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. Student teacher also select one elective course from special fields.

Institution has mechanism to get the feedback from students and heads of practice teaching schools. Informal feedback is obtained from other stake holders.

Teaching-learning and Evaluation

Student admission is as per rules and regulations of NCTE, University of Mumbai, Maharashtra CET Cell, and Admission regulating authority. 50% seats are allotted to Sindhi minority and 50% as per government rules by CAP. Relevant assessment process such as personal informal interview and talent search programme are conducted to honour student diversity and catering different learning needs of the students.

Faculty members act as mentors for the students. Students are divided into groups with a faculty in charge. The faculty members make every effort to solve the difficulties of the students and help them in dealing with student's diversity.

Teaching - learning process is carried out in student centric learning environment, innovative and creative learning practices using experiential learning, brainstorming, co-operative teaching, focus group methods. Handouts, Content notes and PPT are shared with the students to provide academic support.

Teaching Aids workshop, Lesson planning workshop, Seminar presentation, Action Research provide opportunity to the students to nurture creativity, intellectual and thinking skills. Micro teaching, Simulated teaching help the students to nurture teaching skills and teaching techniques. Ability Based course and Audit course inculcate life skills among students. Internship programme makes them aware of day-to-day teaching, learning situations and challenges faced in the school.

Faculty members participate in various seminars, workshops and conferences in order to keep themselves updated. Faculty members attend Short term courses and Faculty Development Programmes to keep themselves abreast of policies, modern trends, developments in 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. The faculty is part of several educational bodies, committees at the University level such as Board of Studies, Curriculum drafting committee, exam paper setting, examiners, moderators etc.

Evaluation in the B.Ed programme includes internal and external evaluation done as per guidelines given by University of Mumbai. Internal evaluation consists of Assignments, Class test, Essay test, Internship, Community work, Action research, Ability course activities and Audit course. External evaluation is done by University of Mumbai at the end of every semester.

Infrastructure and Learning Resources

The College has adequate physical infrastructure as per the NCTE Norms for proper utilization of physical facilities for teaching and learning.

The College has adequate infrastructure to offer all its programmes. College has Techno-savvy lecture halls with inbuilt multimedia projector, fully AC, well equipped method room with ICT enabled facility (DLP) facility, audio visual room, YOGA hall, auditorium with well equipped public address system and provision for using multimedia projector. It also has spacious play ground, ICT enabled computer lab, psychology lab, guidance and counseling cell and an exceptionally well organized hybrid library.

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.

Institution has a sports field viz open playground for indoor and outdoor games which are conducted during the year.

Our library has richest collection of Books, Journals, Back volumes, Encyclopedias, Biographies, Subject and General Dictionaries, CDROMs, 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. Library resources are augmented every year with newer editions and titles. It is automated with SOUL software. The computer facilities and other learning resources are available for academic purpose and accessible to staff and students. CCTV and efficient security system ensure a safe and secure environment for the student teacher and faculty.

To meet the needs of digital era, the college provides a wide range of ICT facilities for carrying out daily academic and administrative activities in an easy, efficient and transparent manner. The College has well equipped computer Laboratory with sufficient numbers of computers with internet facility to develop ICT skills in the students. Teaching faculty of our college adopted online teaching mode through many digital platforms like ZOOM, Google meet, Google classroom etc. during Covid-19 lock down.

Student Support and Progression

The college has a strong student support system providing different capacity building and skill enhancement initiatives. Sessions on career guidance, professional skills, communication Skills, life skills, stress management, digital learning, using online tools and resources are conducted.

The student teachers through intensive orientations about the course requirements and demand are accustomed

to the teacher preparation course. Various academic, co-curricular and extra curricular activities help in holistic development of learners.

Our students participate enthusiastically and bring laurels in sports and cultural activities.

The student's progress is monitored continuously through open book assignments, essays and class test. Focus group activities help the students with learning difficulties and provide them with necessary guidance.

The academic results stand as testimony. The college results have been consistently surging up. Book bank facility is made available to the students.

Placement cell organizes on campus interview for students and also displays advertisement for the post of teachers on notice boards. Our college conducts programmes to acquire the skill of facing the interviews and other related skills. Student teachers are absorbed in various reputed educational institutions through campus interviews.

Alumni are the back bone of the institution and helps in harnessing various educational services. Alumni Association of the college is an active team that plans activities for the academic support of the students. Our alumni are working in various prestigious positions and help in career guidance and support in the placement of our students in different schools.

The institution has a grievance committee with transparent grievance redressal mechanism to timely address issues of the students. The institution's guidance and counselling cell conducts various awareness programmes.

Governance, Leadership and Management

To fulfil the vision and mission and objectives of the institution the Management, Principal, faculty, and administrative staff work in coordination. Our College decentralized its functions, through committees under the ambit of IQAC. The Principal and the faculty prepares academic calendar in accordance with the vision, mission and objectives of the institution.

The IQAC provides suggestions to ensure that quality is sustained. It aims at creating a progressive mindset, thereby ensuring quality. Periodical staff meetings, student council meetings are conducted to plan, review and share opinion regarding different activities. These committees act with high zeal, efficiency and stream line the academic activities. Feedback mechanisms are transparent and objectively analyzed.

College is government aided minority institution affiliated to university of Mumbai. The college receives salary grant from the government. All financial requirements are met by the management as and when need arises. Regular audits are related to academic, administrative, and financial aspects of the institution.

The Prospectus provides the requisite information about the code of conduct, admission procedure, college committee, faculty members. The institution maintains transparency in all its academic, financial, administrative

functions. The governance of the college is democratic and participative.

Institutional Values and Best Practices

Seva Sadan's College of Education meets 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. The mode of education shifted from offline to online. Community work was carried out in online mode.

National Webinar on "Women : Stewards of Environmental Sustainability", was held in spite of pandemic situation.

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 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, etc.

Institution has adopted streamlining ways of energy conservation, Sustainability, use of alternate sources of energy for meeting its power requirements by replacing lights and bulbs with LED lights. The college is generating own electricity with Solar Panels installed on terrace. The college strives for moving towards sustainability goals of preserving environment for future.

Research and Outreach Activities

Our college is a Ph.D research centre with 63 Ph.D awarded scholars. 14 of the faculty are Ph.D holders. The institution provides access to digital library to support the research endeavours of the faculty and students. Faculty members also carry out minor research projects and Major research projects sponsored by various nodal agencies .

The institution organises workshops, seminars, conferences to encourage research work among the faculty and students. College conducts various sponsored seminars in collaboration with the University, UGC, NAAC, ICSSR, AIU, IATE at National and International level.

The institution provides access to digital library to support the research endeavours of the faculty and students. Faculty members also carry out minor research projects and Major research projects sponsored by University of Mumbai and ICSSR.

The institution always encourages and supports its faculty towards publications and they have been enthusiastically publishing research papers and articles in several journals. Dissemination of information on quality aspects is also one of the ways for sustaining quality. This purpose is served by publishing bi-annual journal “Innovation in Teacher Education- A road map” with ISSN no. 0975-4989 is a step ahead in this direction to enable the teaching fraternity to disseminate knowledge and have scholarly interaction.

College conducts workshop for TET and CTET for aspirants. The faculties provide consultancy services in the area of counseling and career guidance.

Extension and outreach activities are carried out through Community work in groups in different villages and institutions. Ek Muthi Yojana and Ek Fruit Yojana are the unique activities carried out to create awareness about society and develop a sense of social commitment. College through NSS plays a very important role in

conducting different extension activities. Activities like Swachhatta Abhiyan, Awareness programmes and Gender sensitisation are conducted to help the underprivileged in villages.

The collaboration with REAP a NGO satisfies the need of social commitment among students. On every Saturday our student teachers visited centers situated in slums of Thane and Mumbai area, where children from underprivileged groups were taught. These activities could not be carried out during the pandemic COVID -19.

The College has collaboration with IGNOU and YCMOU to offer various courses.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SEVA SADAN'S COLLEGE OF EDUCATION
Address	Seva Sadan marg, Opposite Central Hospital, Ulhasnagar
City	Ulhasnagar
State	Maharashtra
Pin	421003
Website	sscoe.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Renuka K Shewkani	0251-2712065		-	
IQAC / CIQA coordinator	Deepika Sharma	-	8850813601	-	deepikasharma@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes minority certificate.pdf
If Yes, Specify minority status	
Religious	NO
Linguistic	YES SINDHI
Any Other	NO

Establishment Details		
State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	28-11-1974	View Document
12B of UGC	30-10-2018	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	180	NO

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN RUSA
Date of recognition	28-09-2018

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Seva Sadan marg, Opposite Central Hospital, Ulhasnagar	Urban	1.3128	5312.75

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Bachelor Of Education	24	Graduation	English + Marathi	200	100
Doctoral (Ph.D)	PhD or DPhil,Doctor Of Philosophy	36	Post Graduation	English	32	26

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				6				9			
Recruited	0	0	0	0	2	4	0	6	1	8	0	9
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	5	0	0	5
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	4	0	1	8	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	3	0	3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	11	0	0	0	11
	Female	83	6	0	0	89
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	0	0	0	6
	Female	5	0	0	0	5
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	1	1	0
	Female	6	11	6	0
	Others	0	0	0	0
ST	Male	2	3	3	1
	Female	6	5	2	0
	Others	0	0	0	0
OBC	Male	2	3	1	0
	Female	5	5	3	2
	Others	0	0	0	0
General	Male	5	5	8	11
	Female	74	124	98	158
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	157	122	172

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Our institution is Government aided Teacher Education College providing 2 years (Choice based credit system) B.Ed programme of University of Mumbai. SSCOE has always strived for the holistic development of its students and the NEP 2020 gave genuineness to this vision of the institution. The institute has since several years promoted the multidisciplinary nature of the teaching career and transferred it into the transaction of the courses through its curricular and co curricular activities. 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 Fields, 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.</p>
2. Academic bank of credits (ABC):	<p>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. Recently ABC training was done by Staff. As and when</p>

	<p>guidelines come from authority for implementation of NEP, the institution will start the process of registration for ABC.</p>
3. Skill development:	<p>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. Enhancing Professional Competency 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 centre of IDOL, YCMOU and IGNOU offering different programmes in the field of Education. Our college has several skill development programs for enhancing the soft skills of student teachers . The college aims to promote sessions on Human Values, Human Rights, Digital Skills which can be used in teaching learning and evaluation, Leadership skills ,and Communication skills.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Ours being Sindhi minority institution, we are planning to start certificate course in Sindhi for preserving the Sindhi 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 creating awareness and 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. The college accommodates linguistic</p>

	<p>differences and promote linguistic diversity. The celebration of Hindi Diwas, Marathi Diwas focus to to strengthen the Indian value System.</p>
5. Focus on Outcome based education (OBE):	<p>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. The course specific outcomes are discussed and communicated through the curriculum. To ensure Outcome Based Education the college follows good practices covering all three Domains.. Focus group, mentor- mentee system, 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 Out house competitions help in Psychomotor development.</p>
6. Distance education/online education:	<p>Our college offers various programmes under the Umbrella of Distance Education- IDOL, 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), PGDSLM, PGDHE, PGDET, and Master of Arts (Psychology) MAPC. Similarly we have YCMOU's B.Ed programme. Our College has Personal Contact Program of MA (Edu) IDOL University of Mumbai. The distance Education programmes are conducted through online and offline modes thereby 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 e-counselling sessions for Distance learners. Internal assessment of Distance Learners is carried out by Academic counsellors 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.</p>

Institutional Initiatives for Electoral Literacy

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1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes ,The college has separate Electoral literacy Club for engaging student teachers and sensitising them on their electoral rights and familiarise them with the electoral process of registration and voting. It aims at strengthening the culture of electoral participation among young and future voters. https://www.sscce.edu.in/upload/content/1679913118_Election%20literacy%20club.pdf
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the college has principal, nodal officer, coordinating faculty members and student representatives. The ELCs along with gymkhana committee conducts election for the post of General secretary , Class representatives and Ladies representatives. The ELCs is functional and conducts activities to create importance of election in democratic environment
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The institution organises talk on voting awareness by experts. Even Constitutional Day is celebrated every year in the month of November for making the students aware about the importance of constitution in democratic nation.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Faculty Arranges activities, talks and celebration of National days related to various democratic objectives of our country. Similarly one of our Core Course 5 - Contemporary India and Education has a unit related to importance of democratic values adopted by our country.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college makes the students aware about the way of getting oneself enrolled for voters list through talk and practical sessions organised and conducted by Gymkhana Committee and ELCs.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
256	279	294	308	267
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
250	250	250	250	250
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
125	125	125	125	125
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
156	122	166	133	131
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
156	122	162	130	131
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	157	122	172	136
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

Number of full time teachers year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
14	15	15	15	15

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

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
34.19	50.71	41.59	77.97	20.04

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

3.2

Number of Computers in the institution for academic purposes..

Response: 50

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The 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 of Mumbai for the two year B. Ed. program. A detailed Academic calendar is prepared by IQAC at the beginning of every year and is shared to all faculty members and the time table is prepared in accordance with the academic calendar. It is communicated with all the teachers of the institution. Our faculty members are also involved in syllabus revision of B.Ed programme. In case of any modification needed in the time table, it is discussed with the staff of the institution and accordingly revised. The college time table reflects theory lectures and practicum. It also includes the course name, timings, duration, and the name of the staff teaching that particular course. Separate time table for internship programme, lesson guidance, project, and examination is prepared. It is displayed on the notice board for the students. A copy of the time table is kept in the Notice file for the staff. 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. Different committees are formed by the head of the institution to conduct curricular and co-curricular activities. These committees conduct meetings related to these activities with the head of the institution to plan for such activities. After the meeting the schedule of these activities is prepared by the committee and communicated to other faculty members and students. Student council is formed to help in the conduct of different co-curricular activities in consultation with faculty members. The student Council communicates and coordinates with other students for the involvement of all students in such activities. Students are given responsibilities to organize and execute these activities. The main aim of such delegation is to develop skills and competencies namely self confidence, independence, accountability, coordination and decision making.

Core course CC2 Knowledge and curriculum has one of the assignment given to the students are to write a report on hidden curriculum by observing and analysing different activities conducted in schools in nearby vicinity. Students are asked to analyze the hidden values of activities observed by them in these schools. Community work programme is a part of B.Ed curriculum. we plan community work activities in different places like senior citizen's home, special schools etc.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: D. Any 2 of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

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

Response: 78.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	11

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	14	14	14

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

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 2.2

1.2.2.1 Number of Value – added courses offered during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	2	4	3

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 24.29

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
109	14	14	122	82

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: 0.07

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

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

File Description	Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document

1.3 Curriculum Enrichment

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

Response:

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

Teacher education refers to programme , policies, procedures and provisions designed to equip teacher with the knowledge, attitudes, behaviours, approaches, methodologies and skills they require to perform their tasks effectively in the classroom , schools and wider community. Our college runs two years Choice based Credit System (CBCS) comprising of four semesters. This program consists of theory and practicum

Theory includes Core Courses, Ability courses, Elective courses (pedagogy and special fields) ,inter disciplinary courses,

Project based courses includes participation in community work, participation in co curricular activities in college, observation of school activities, observation of lessons given by peers, teaching lesson in pedagogy of school subjects, administration of unit test, development of learning resources, conduct of action research. and writing of reflective journal.

All the above details help the student teachers to understand 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 an opportunity to put theory into practice. It makes them ready to face the challenges of life. Different co-curricular activities promote all round development of the students. The theory courses help in fundamental or coherent understanding of the field of teacher education

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 such as Questioning, explanation, narration, illustration with examples, stimulus variation help the student teachers to become effective teachers at different levels of school. Students are oriented with various simulated techniques namely concept mapping, gaming, inductive deductive method, role play, CAI etc. which is used in their lessons during internship programme for effective teaching learning and also 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. are developed. Capability to extrapolate from what one has learnt and apply acquired competencies .

Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. are inculcated through talks by experts on the topic included in the B.Ed program.

Practicum component in B.Ed program - includes Action research .Here Students select classroom problems , construct tools, gather data, search the causes, and give the remedial measures. This enhances skills like critical thinking , problem solving , rapport building , communication , interpersonal ,and observation .

Visit to various places like old age home, special school, ashrams, nature park etc helps in developing various moral , spiritual , aesthetic values, and inculcation of scientific temper. Internship programme helps in developing positive attitude among student teachers.

During Pandemic there were online lessons and guidance for students. This led to development of different skills among the students like interpersonal skills, self confidence, technological skills, how to face camera , and how to prepare slides, They gained awareness of different website and different softwares which were used by the students in their teaching learning process, completion of assignments and research projects.

During teaching learning process students face so many challenges like indiscipline, undesirable behaviour of students, overcrowded classroom, lack of infrastructure facilities. Students are given training to face every challenge with positivity. Teachers motivate the student teachers to face such challenges and not to give up. Students are trained to think about various alternatives for solutions to tackle such problems.

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

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

Response:

The Courses Like Educational management makes students aware of Development of school system ,Functioning of various Boards of School Education, International and comparative perspectives. Assessment systems and Norms and standards are being Included in the Core Course Assessment for

learning. Students are asked to write assignments on study, compare and implementation of CCA (Continuous Comprehensive Assessment) of different Boards.

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

Pupil teachers are familiarized with the level of assessment in various boards. They are also made aware about the various answering languages used by the students in different boards. The assignment given in the CC4 course makes the students aware about the nature of tests, assignments, projects given by different boards. Grading system, formative and summative exams are also an eye opener for the students with reference to different boards. Moreover the nature of feedback given to parents about their child's performance is also different in different boards. This is also made aware through the assignments given in this course.

Some of the other diversities in different boards made aware through this assignments is with respect to different types of co curricular activities conducted, type of development of different skills,

The knowledge gained through these courses help the student teachers to work smoothly in their professional life. This will also help the student teachers to select the appropriate board, because of awareness about the diversities in various Boards existing in India.

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

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

Response:

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

The institution prepares students for entering the teaching profession. How to prepare for an interview,

How to prepare CV orientation is also provided by way of guidance which benefits the students to get jobs. B.Ed programme comprises Theory and practical aspects which develops the personality of students trainees. Various lectures, internship activities, project based activities develop necessary knowledge, skills and attitudes about the teaching profession. The students go for giving lessons and internship in schools during the B.Ed course. Before giving their lessons they take lesson guidance for the lessons. They also take unit test guidance before administering unit test in the practicing schools. Such experiences help the student teachers to be an effective teachers in the future. They would also know how to prepare unit test, answer keys, and administer them in their professional field. Different co-curricular activities like conducting sports activities, cultural programmes develop different qualities such as leadership, coordination, planning, and organization of such activities. The B.Ed students have to conduct action research on contemporary problems faced in school. It develops research attitude among student teachers and helps them to solve the classroom problems in constructive way. This would prepare the student teachers to undertake research in their schools and find out solutions to solve such problems.

The teacher educators give different type of curricular experiences in their respective courses and pedagogies by using various methods and techniques like brainstorming, discussion, quiz, debate, games, role play, dramatization, CAI, CALL etc. This makes them versatile in their professional and other related fields.

Students are also trained to organize seminars on different topics related to their courses which help them to develop higher cognitive abilities, reflective thinking, co-ordination, cooperation, team spirit, open mindedness, problem solving etc. Psychological experiments like multiple intelligence, thinking styles, perception, socio metry test etc. help the student teachers to know about themselves and it helps them to study about their students.

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

1.4 Feedback System

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

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

Response: D. Any 2 of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 54.96

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

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

Response: 11.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	28	16	3	2

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document

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

Response: 0.15

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

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

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

2.2 Honoring Student Diversity**2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..****Response:**

Seva Sadan's college of Education is government aided minority teacher education institution affiliated to University of Mumbai. **Following assessment process is in place at entry level to identify learning needs of students and their level of readiness to undergo professional education programme;**

Admission - The College fills up the seats by strictly adhering to the allocation provided by the government. The college follows the criteria set by the Government of Maharashtra i.e. Centralized Admission Process [CAP] Graduate and Postgraduate aspirants with 50% and with 45% in case of reserved category can apply for B.Ed. Programme. The aspirants have to qualify CET. A common entrance test (CET) is conducted by MKCL for all the aspirants irrespective of their socio-economic and linguistic background, wherein the candidates have to secure a minimum of 50% marks in the qualifying exam. 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. Out of the total intake capacity, 50% of the seats are reserved for Sindhi Linguistic Minority community, while remaining seats are filled by the State Government for CAP round. The selected/admitted candidates list is displayed on the notice board. The College possesses linguistic minority status and follows the guidelines as set by the University of Mumbai and the Government of Maharashtra. An admission committee is set up to monitor the decision regarding the admissions on the basis of the notified criteria by the government.

Personal Interview - Readiness of students is assessed through personal informal interview at the time of admission by the admission committee members.

Talent Search Programme - 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 throughout the programme by providing Handouts and Content notes. 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. Project based activities related to each semester such as Internship , Community work, Co-curricular activities, etc., are conducted to supplement the teaching learning process and to help the students to perform well in academics.

Alumni support - Arranging Alumni talks and sessions on lesson demonstration, innovative teaching methods, etc. helps the student teachers to be ready for teaching profession.

Orientation regarding for SET/TET/CTET – Orientation for SET/TET/ CTET is provided to student teachers in order to help them in the preparation of these exams.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 18.29

2.2.4.1 Number of mentors in the Institution

Response: 14

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

2.3 Teaching- Learning Process

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

Response:

The college adopts **Multiple mode approach to teaching-learning is adopted by teachers** for different courses of each programme. The College uses latest technology and methodology to help and create conducive learning environment for students. College Infrastructural facilities such as techno-savvy lecture hall, seminar room, class rooms and computer lab provide congenial atmosphere for learning in the institution. **The faculty uses various instructional approaches i.e., team teaching, participatory learning method, socialized class room techniques, blended learning, to enhance interactive teaching.** Some of the initiatives are listed below;

Co-operative and Collaborative learning methods - These methods engage the student teachers in collaborative learning and strengthens the bonding between teachers and students.

Independent Learning - The student teachers are given topics for self-learning and then seminars are held

by teacher educators where content is presented by student teachers and discussions are done to enhance learning.

Problem Solving - Revision lectures and Problem solving sessions are conducted by the teacher educators to clear the doubts and solve difficulties of student teachers related to academic subjects.

Library facility - Library orientation is conducted for the students. The students are free to access the library facility for references, notes making, project work, paper presentations, open book assignments and preparation of teaching aids. Open access to library is provided. Book bank facility is also available for student teachers. Access to question papers of previous years (University final exams) is available for the students. New arrivals are displayed. Online as well as Offline references related to theory courses are also provided for enhancing student learning.

Field Experiences - The College has adopted a unique practice of providing field experiences for our student teachers to understand the needs of special children like Hearing Impaired & Visually Impaired, Mentally Challenged. Field experiences related to Special children help the student teachers to understand various concepts such as Classification of Children with special needs, Inclusive Education, Learning disabilities, etc.

Practicum activities - Lesson planning workshop, Teaching Aids workshop, Internship orientation, Lesson demonstration, Unit test preparation, Analysis of Unit test result, etc., activities are also conducted for development of teaching competencies among students. Demonstrations related to Lessons based on Theme, Constructivism, Nai talim - Experiential learning are done by Faculty and Alumni.

Encouraging for participation in competitions - Student teachers are encouraged to participate in State, National, University level competitions.

The teaching learning activities were carried out using online mode during Pandemic COVID - 19. Even in online mode, participatory learning, focused group discussions etc., were adopted. The basic rationale for adopting various modes for teaching and learning of different courses is to develop multifarious abilities and skills in students.

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	15	15	15	15

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

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**Response:** 100**2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year****Response:** 256

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

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

Response: A. Any 4 or more of the above

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

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

Response:

Yes, continual mentoring **is provided by teachers for developing professional attributes in the institution.** The process of Mentoring is individualized counselling and guidance. The mentoring system is aimed at fostering a better rapport between the student teachers and the teacher educators. A mentor is a teacher educator who supports and encourages a student teacher in his/her academic and personal growth. Student teachers are divided into groups with a faculty in charge. Each faculty member is the mentor of a group of 08 to 09 student teachers allocated to him/her by the Head of the Institution.

The student teachers are instructed to approach their respective mentors to discuss any academic or personal issue. The faculty members make every effort to solve the difficulties of the students and help them in dealing with students' diversity. The teacher mentor interacts, counsels, guides on various academic as well as professional aspects. The mentor guides the mentees regarding their career options and how to appear for interviews. Mentors help students to prepare for the campus interviews.

Help desk and Mentor - mentee groups were made to orient about online academic activities and to solve problems of students due to transformation of offline teaching to Online teaching learning during COVID -19 Pandemic situation.

Following are the situations where efforts were taken to develop professional attributes among student teachers;

Addressing student diversity - Student teachers are regrouped as per their pedagogy of school subject, lesson guidance and the internship school. A wide range of scholastic and co-scholastic activities are conducted to help student teachers in developing teamwork and collaborative learning skills.

Working in teams - Student teachers participate in co-curricular events, activities pertaining to theory courses, community work, internship, pedagogy of school subject for their holistic development. Lesson guidance teacher, Practice teaching lesson observer, Incharges of Community work, cultural committee monitors student teacher's participation and provides constructive feedback for further improvement of the student teacher in academic and non-academic activities.

Counselling cell and Academic enrichment activities - Sessions by experts on mental health, health care,

stress management, are conducted. Expertise on Innovative methods of teaching, quality education, etc. provide student teachers with insights in changing scenario of education.

Updating oneself with the modern trends - Paradigm shift in teaching learning during COVID 19 pandemic led to updating oneself to latest trends in technology.. The student teachers were oriented about Online platforms of teaching, learning and assessment in order to cope up with the changing professional life during COVID -19. Arranging Seminars and talks on recent trends in education kept students abreast about recent developments in education and life..

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

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

Response: B. Any 4 of the above

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

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

Response:

Seva Sadan's College of Education nurtures creativity , innovativeness , intellectual, thinking skills, empathy, life skills by organising multifarious activities:-

- The institution provides opportunities to the student teachers through a wide range of activities such as Expert Talks, Skit, etc., to develop their thinking skills, abilities and competencies in order to develop their all-round personality.

- 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 provide 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 assignments inculcate life skills among students.
- Participation of student teachers in co-curricular activities such as Celebration of festivals, Essay writing, Elocution, Celebration of Important national days, etc. help them to develop creativity and innovativeness.

Seva Sadan's college of Education follows Two Practices to achieve the objective of nurtures creativity , innovativeness , intellectual, thinking skills, empathy, life skills among student teachers;

1) **SEVA BHAV** - The institution provides ample opportunities to the student teachers to develop empathy and life skills by participating in Community work activities, Ability course assignments, core course activities.

2) **2I's** - Innovativeness and Intellectual skills are developed by attending Expert talks , seminars and by participating in sessions related to Internship activities.

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

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional

areas through specially designed activities / experiences that include

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

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

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

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

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

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

Response: A. All of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

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

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

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

Response: A. All of the above

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

2.4.7 A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme is systematically planned with necessary preparedness

The College has well planned internship programme. It is an essential **practicum activity of B.Ed. programme. B.Ed. Internship is systematically planned** in Semester II, III and IV.

Internship in B.Ed. programme is of 18 weeks –

- 3 Weeks in Semester II,
- 11 weeks in semester III,
- 4 Weeks in Semester IV.

Selection of Internship Schools - Practice teaching schools are identified as per the strength and medium of instruction. Student teachers get acquainted to variety of school set up through internship programme. Faculty members approach selected schools and permission letters are sent to the selected schools. Faculty members inform school Principals and supervisors about internship programme.

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

Orientation about Internship – Student teachers are oriented about internship programme, Practice teaching lessons, academic and administrative activities and preparation of reflective journal by the lesson committee in charges. The student teachers are also explained about their role as a teacher in the school during the internship programme.

Organising Internship Workshops and Sessions – Lesson Planning workshop, teaching Aids workshop, Lesson Demonstrations, Preparation of Learning resources, session on Unit test preparation, Analysis and Interpretation of Result, etc., are conducted to provide hands on experiences to the student teachers.

Orientation regarding Assessment procedures - The students are explained about the assessment procedures which will be adopted to evaluate their performance during internship in the school as per the guidelines of University of Mumbai.

Lesson Plan Preparation, Guidance and Feedback -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. Detailed discussion on lesson plans is conducted. Lesson demonstrations are also provided by senior students and alumni. Student teachers prepare rough lesson plan as per the format of the lesson and are guided by the guidance teacher. Suggestions are given and lesson plans are approved by guidance teacher. Student teacher prepares Final lesson plan and give their lessons in the schools, supervised by the teacher educator who provides feedback on their performance.

Assessment of performance – Schedule of detailed internship activities is prepared and accordingly teacher educators observe practice teaching lessons and internship activities as per the observation schedule/Criteria. The students maintain a detailed record of their internship in the form of lesson files, observation books, reflective journals etc. The suggestions given in the feedback session are used by student teachers in improving their practice teaching for further lessons. The observation schedule consists of various aspects related to:

- Instructional objectives
- Introduction of the lesson
- Teaching learning process – Skills, Methods, Resources used, Questioning
- Class room management skills
- Evaluation procedure

Internship programme was transformed to Online mode due to COVID-19 pandemic. Student teachers took lessons via online platform- Google meet. Student teachers prepared Power point presentation for lessons and were encouraged to take lessons using the online tools and teaching aids.

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

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

Response: 9.75

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

Response: 16

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

2.4.10 Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Institution adopts effective monitoring mechanisms during internship programme.

Internship is an important aspect in the B.Ed. programme. The institution adopts vigorous monitoring mechanisms to ensure optimal impact of internship on student teachers. During pandemic situation changes in the internship programme were suggested by University of Mumbai. During this period the student

teachers gave live online lessons as well as recorded lessons in their pedagogy subjects supervised by the teacher educators.

The internship of B.Ed. programme is 18 weeks and carried in Semester II, III and IV.

Role of Teacher Educators

Teacher educators orient the student teachers regarding lesson plans. Demonstration sessions in micro teaching skills, macro lessons, innovative methods of teaching, objectives and specification, core elements, constructivism, nai talim lessons, theme based lesson and co-teaching are conducted. The students are provided with the list of activities to be conducted during Internship.

Teacher educators continuously monitor the progress of student teachers. Feedback is provided to the student teachers by making use of Observation schedule as per type of lesson and nature of activity with a scope for improvement. Each student takes 30 lessons in school (20 in Pedagogy of School Subject-1 and 10 in Pedagogy of school subject-2) as prescribed by University. The lessons are guided and supervised the teacher educators. Teacher educators observe the lessons of student teachers and provide feedback.

Teacher educators guide the student teachers on school activities such as conducting co-curricular activities, examination, visit to library and laboratory, preparation of timetable, observation of School records, correction of homework, Administration of Unit Test, Action research and other activities as mentioned in the B.Ed. curriculum.

Role of School Principal and School Teachers .

Activities planned are conducted by the student teachers under the supervision of School Principal, school teachers and Teacher educator. In order to ensure effective monitoring all the internship activities are done under the supervision of School principal, Vice 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. Student teachers have to also engage school students in classes along with practice teaching lessons. Student teachers give Co-teaching lessons with school teachers and with their Peer. The school teachers also guide and support them in class management and use of various teaching and evaluation techniques. The School Principal and school teachers also help student teachers in getting oriented oneself with functioning of school.

Role of Peers

Some lessons of student teachers are also observed by their teacher trainees. Feedback of the lessons is written in the Peer observation book. The feedback by the Peers also helps in improving the student teachers. Peers help each other in organising and completing different activities in internship schools.

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

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

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

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

Response: B. Any 4 of the above

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

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

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

Response: 98.67

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: 94.59

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

Response: 14

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

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

Response: 21.21

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

Response: 297

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

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers put-forth efforts to keep themselves updated professionally through:

In house discussions on current developments and issues in education and Share information with colleagues

The institution strongly supports faculty members to keep themselves updated professionally

- Faculty members participate in various seminars, workshops and conferences in order to keep themselves updated. All the faculty members have completed orientation and refresher courses as per their eligible requirement as per Government norms..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.

Faculty members get their articles published in various national, international peer reviewed journals on concepts related to education. They also present papers in various seminars and conferences. Faculty members have published books on Guidance & Counselling , Life Skills and Inclusive Education.

Five of the faculty members are Ph.D. research guides with University of Mumbai. The teachers also guide B.Ed. students for action research as a part of the curriculum for B.Ed. programme. Faculty members carry out minor research projects funded by nodal agencies. Teacher educators of our college are part of several educational bodies and committees at the University level such as Curriculum drafting committee, Exam paper setting, Examiners, Moderators etc. The Faculty acts as resource persons, speakers, chairpersons for various sessions.

Our college is study centre for IGNOU and YCMOU. Our Faculty members are Academic counsellors and recognised teachers for various IGNOU and YCMOU courses.

Faculty members attended Online webinars, workshops and conferences due to the pandemic situation during last academic year. During the pandemic in order to provide effective learning experiences all the faculty members participated in online courses to familiarize themselves with digital tools and resources . Organisational support is in terms of library resources, computer lab facilities, photocopying, etc is provided . to the faculty members in order to keep themselves professionally updated.

Sharing information with colleagues and with other institutions on policies and regulations

- Academic enrichment committee of the college also organises talks and seminars for teachers to enrich their knowledge in the field of education and on current developments in education such as NEP 2020, Inclusive Education, etc. Also it provides a platform for teachers to share their valuable experiences gained during attending seminars and conferences.

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

2.6 Evaluation Process

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

Response:

Continuous Internal Evaluation(CIE) of student learning

Formative and Summative assessments are two important evaluation processes of B.Ed. Programme. Formative assessment involves Project based activities to be completed in all the four semesters of B.Ed. programme i.e., 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.

Assignments, Class test, Essay test and Content test related to each theory course are also part of Formative assessment. It is mandatory for the student teachers to submit all formative assessment reports. Summative assessment includes University final exams which are conducted for all theory courses in four semesters. Evidence of outcomes is witnessed through the achievement of PLO's and CLO's.

Orientation about Evaluation process is done in each semester, Academic Calendar is displayed on the notice board. . Written assignments on a topics are given to the students which help in developing their writing skills and overall promote better language skills. Practice teaching lessons are conducted to develop essential knowledge and competencies to deliver effective learning experiences. Teacher trainees are encouraged to participate in Co-curricular activities to develop their talents and abilities, their confidence and creativity. Community work is organised and teacher trainees are motivated to participate and provide service to the society. Students have to prepare learning resources in their pedagogy method for different topics for providing meaningful learning experiences. Seminar Presentations on various topics are organised to provide in depth knowledge on different content topics.

Performance of the student teachers is monitored by the Principal and the necessary feedback is given to the concerned faculty members and the students. Revision Classes and Problem Solving lectures are conducted for the student teachers to update their subject knowledge. Feedback is provided after each activity to enable the student teachers to understand their level of performance and to make improvements wherever needed. The feedback given by faculty members is constructive for motivating the student teachers to continue a positive learning path.

University final exams were conducted Online for B.Ed. Semester IV for B.Ed. Batch (2018 – 2020), B.Ed. Semester III and IV for Batch (2019-2021), B.Ed. Semester I, II and III for Batch (2020-2022) and Offline for B.Ed. Semester IV for Batch (2020-2022) by the college due to pandemic COVID-19 situation. All the faculty members were trained to get acquainted with the online platforms and their efficient use for

assessment and maintaining the related records of the examinations.

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

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

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

College has developed grievance redressal mechanism in order to redress individual and group grievances of the student teachers. Examination committee takes the responsibility to solve exam related grievances. The mechanism is described below;

- In the beginning of every semester, student teachers are informed about assessment process during the semester.

- Internal assessment schedule for project based activities, class test, essay test and assignments is communicated to the student teachers well in advance and displayed on the notice board.
- Evaluation of internal work i.e., tests and assignments are done by concerned teaching staff.
- Day to day performance of the student teachers is assessed which includes attendance and submission of assignments, participation in internal assessment related activities, tests, etc.
- The Principal and Exam committee members regularly monitor the functioning of exams and internal assessment.
- Student teachers are informed about filling up University final exam forms and provided help while filling up of examination form.
- University exam timetable is informed to students as soon as it is received and even uploaded on the college website.
- Issues related to University exams are informed to the University through an email and handwritten application.
- University decision after resolving the grievances is intimated immediately to the exam committee members and the student teachers through the Principal.
- University exam results are uploaded in the website and also shared in the WhatsApp group. Student teachers facing issues in the University results can apply for revaluation with 15 working days in the college office.
- The college submits all the revaluation and re-examination cases to the University. Institution informs the students the revaluation and re-examination results.

Examination related grievances such as Online exam, Network issues etc. were reported during COVID – 19 Pandemic situation. 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	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Link for additional information	View Document

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

Response:

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

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. The evaluation of the students on the basis of examinations is an integral part of the teaching-learning process. 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. Student teachers are oriented about Internal work to be completed during each semester.

The semester wise schedule, college internal assessment process and examinations, internship, curricular and co-curricular activities, etc. are all indicated in the academic calendar. Examinations are conducted as per the guidelines issued by the University of Mumbai. For each academic year, examination committee ensures effective implementation of all activities related to the internal and external examinations and assessments. Student teachers are well informed about formative and summative assessment process.

The college follows all guidelines given by university for the conduction of exams and other internal evaluation procedures. 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 pattern 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. Revision lectures and Problem solving session are conducted to solve difficulties of student teachers. Academic performance Report of each exam is maintained by the exam committee of the college.

Internal evaluation was done online during the academic year 2021-22 due to the pandemic situation. Students were oriented about online submission of each course assignment. Class test and Essay test were conducted Online. Orientation about every activity under Ability and Audit course was online semester wise and as mentioned in the academic calendar.

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

2.7 Student Performance and Learning Outcomes

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

Response:

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

PLOs and CLOs are mentioned in the syllabus of B.Ed. programme. 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 activities of the college are aligned in achieving the PLO's and CLO's through the participation of student teachers.. The time table of each semester reflects PLOs and CLOs..The teaching – learning process aims at holistic development of the student teachers which is planned and conducted through below given procedure adhering to PLOs and CLOs;

- Orientation of each course in all the four semesters is done by the concerned teacher educators before teaching each course.
- Teaching - learning process includes orientation, planning, organisation and conduct of relevant activities in order to accomplish PLOs and CLOs.
- Teacher educators provide learning experiences related to CLOs by making use of innovative methods and technology enabled teaching and motivating the student teachers to participate actively in order to acquire content knowledge of every theory course.
- Project based activities include Internship, Community work, Preparation of Reflective Journal, Content test, 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.
- Internship activities are scheduled as per the syllabus in B.Ed. semester II, III and IV. Lesson planning workshop, session on preparation of learning resource, Unit test preparation session, Orientation about organisation of co-curricular activities, lesson observation, etc., are conducted as per PLOs in order to develop professional skills among the students.
- Community work is planned and done by the student teachers in the semester I and IV as per syllabus.
- Internal work related to each course includes assignments, class test and essay test which ensures achievement of CLOs.
- University conducts external exam to ensure the achievement of PLOs and CLOs.
- Ability course and Audit course assignments are based on CLOs completed and submitted by the student teachers involving development of ICT skills, reading skills, thinking abilities.
- Expert talks, seminars are arranged by inviting resource persons for enriching 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 where as 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	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 98.02**2.7.2.1 Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
156	121	162	128	127

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

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

Progress in student performance on learning tasks is recorded in the transcript in respect of both cognitive and professional attributes

Seva Sadan's college of Education takes active efforts for holistic development of the student teachers which is done through the teaching learning process by nurturing creativity, innovativeness, intellectual, thinking skills, empathy and life skills. Student teachers are provided opportunities through a wide range of activities in order to develop professional and pedagogical skills. B.Ed. programme comprises of Four semesters. Program outcomes and Course outcomes are stated in the Student Handbook.

Academic Calendar is prepared as per PLOs and CLOs. The students are oriented about PLOs and CLOs in the beginning of the programme and before commencing of each semester by concerned faculty who are teaching the course. 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 is based on programme outcomes. The faculty conducts evaluation of practicum aspect as per the programme outcomes and the progressive performance of the students is uploaded in university portal for each semester. 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.

Professional attributes are developed among the student teachers by organising activities such as lesson planning workshop, teaching aids preparation sessions, lesson demonstration by faculty and alumni, arranging talks on innovative methods of teaching and training in using ICT tools, lesson guidance and providing feedback on practice teaching lessons. Participation of student teachers in college and Internship activities in practice teaching schools slowly gradually accomplish professional attributes among them.

Personal attributes are nurtured by organising value based programmes, talks on stress management and mental health, peer tutoring, revision lectures for academic subjects and problem solving sessions to develop attributes which will help them to develop their individual competencies. Emotional and Social competencies are organised through different group activities.

All the academic and non-academic activities were conducted online during COVID – 19 Pandemic situation.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 75

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

Response: 117

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

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

Response:

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 formative assessment (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. Summative assessment is done through university final exam in each semester.

At entry level Student teachers have formal interaction with Admission committee members. Assessment of strength, weaknesses, interest area and level of education is done at the time of admission. This helps in getting an overall understanding of the student teachers. Orientation of B.Ed. programme in the beginning of the programme and orientation of syllabus is done in each semester by the faculty members. Student teachers are provided adequate information of the college, infrastructure facilities, internal assessment, code of conduct, counselling cell, grievance cell, women development and anti-ragging cell.

Appropriate teaching – learning processes are carried out by making use of variety of learning experiences to the student teachers. The faculties provide extra guidelines and counselling to students regarding evaluation whenever required. It is observed that Performance of students in the Assignments, Essay test, Class test, Content test, Practice teaching lessons, Community work, Action research, Co-curricular activities shows that these activities cater to their learning needs. The performance of the students improves in each semester which can be seen in the form of Grades obtained by them in each semester.

Internship activities help student teachers to develop their professional skills. Constructive feedbacks regarding internship activities help student teachers to improve their teaching skills. Development in Professional skills such as communications skills, classroom management skills, group discussion, leadership skills, ICT skills, personality development, soft skills etc. are evident for catering learning needs of student teachers.

The faculty members provide extra guidance and counselling to students regarding evaluation whenever required. It helps them to enhance the competencies and address the problems at the right time to emerge with meaningful results towards holistic development. This gives a clear indication of the progress made by each student from the entry level to the exit level.

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.79

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0.4

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

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

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 0.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1.60000	.40

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Link for additional information	View Document

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

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

Response: 2.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	07	6	0	16

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

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.34

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

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

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

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..**Response: 4****3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	6	5

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response: 38.32****3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
219	119	50	50	100

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

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat,

AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 51.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
219	119	117	165	100

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

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

Response:

Every year Seva Sadan's College of Education conducts a Donation drive under Gymkhana and Cultural committee. The drive begins with the collection of Grocery items and Clothes by students' and faculty members. After collection of food grains and other eatable things, a day is decided to distribute the same to an underprivileged area of society. We make 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. With the help of student council members and students the drive started. Staff and students reached the destination ie Ambeshiv and Katkariwadi Gaon at 9:30 am. We started our activity by donating clothes, food and chocolates and other eatables. The drive covers entire village; with the support of Sarpanch and people of the village. We successfully complete the drive and it was a huge success. We are proud that such a large number of students and staff came out in support of the drive under the name of 'Ek Muthi Yojana' organised by the Gymkhana and Cultural committee.

Some more activities related to Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission were also conducted. Talks related to motivation, mental health and environmental protection are some outreach related activities.

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

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

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

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

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

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 3

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	3	4	8

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

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

Response: 3

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

Response: 3

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

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, computing facilities,sports ground, etc. for the various programmes offered.

The College has adequate physical infrastructure as per the NCTE norms:. We have three floored building with terrace space and has sufficient infrastructure with well built mechanism for the proper utilization of physical facilities for teaching and learning.and other activities. The institution has, Principal's Room , Administrative office,Seminar hall , Research cell , Classrooms , Laboratories , Staff rooms ,Library with reading room , IQAC Room , Photocopier and Printer , Audio visual room, Girls Common Rom , Boys Common room, Gymkhana room. , Girls toilet , Boys toilet, Aqua guard Drinking water facility , Counselling room . The details of available infrastructure are as follows:

Classrooms:The college has Classrooms (5) which are well ventilated, naturally illuminated and Techno-savvy with inbuilt multimedia projector having public address system , fully Airconditioned suitable for lectures and activities.

Laboratories: The institution has

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

Psychology Laboratory has different tests and batteries. It also has apparatus which are required.for psychological testing. It is attached with the counselling cell.

Research Cell : The institution has a separate research cell for discussions, sessions, and guidance.

Sports field: Institution has a Sports ground 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.

Parking place for vechiles is infront of the gate.

Yoga hall is used for the Yoga class mainly for students. It is well equipped with fans, tubes, big carpet. Also the extra place is used as storage in cupboards and racks. Big Notice/ Display board stands placed in the same hall. It has capacity of more than 300 students.

Computing Facilities: Audio Visual Room is equipped with Computers, Projectors, wifi and internet facility [Both LAN and Wi-fi facilities are available]. Separate software's are available both at office and

library for the smooth functioning of administration.

Library: Our library is on third floor and has richest collection of Books, Journals, Back volumes, Encyclopedias, Biographies, Subject and General Dictionaries, CD ROMs , e-Resources, Theses and Dissertations . It also has one Stock room, Reading hall, Reference ,Periodical ,Browsing & Xerox Section, Circulation Counter, and a separate Research cell.

Administration: The official work of college is centered in spacious office. It is well equipped with wifi, computers and cupboards.

Seminar Hall: College has **spacious** Seminar hall with platform, podium, Projector, public address system. and with capacity of accomodating 200 student teachers

CCTVs: Floor wise CCTV cameras installed.

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

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

Response: 77.78

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

Response: 7

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

Response: 9

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

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

Response: 21.82

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.0	0.0	0.0	15.204	33.784

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

4.2 Library as a Learning Resource

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

Response:

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

Library is the storehouse of knowledge and SSCOE is proud to have a very strong well equipped library. The college library is spacious, well ventilated, enriched with documentary and non documentary resources. The library collection includes various resources on various fields of Education, Books on different languages. Library resources consist of text books, reference books, e-books, national policies/documents, journals, e-journals, magazines, encyclopedias, dictionaries, dissertations and

newspapers

Library Automation: The library has computerized and automates all its operations with Bar Code enabled applications. The Library is using **SOUL** (Software for University Libraries) since 2004 which is the state of art of software developed by UGC-INFLIBNET for a unique range of user services. The bar code enabled circulation system and OPAC are remarkable automated services.

The upgradation of library software is done time to time.

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 for B.Ed students and research scholars
- 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 BLIS, and MLIS and new library professionals
- The library provides services like book bank facility, new arrival displayed, Book exhibition.. The scanning and photocopying facilities are available for the students and faculty. Separate library cards are issued to all students. All the students and faculty are allowed to access internet free of cost.

Library Best practices

Our Library perform the following innovative practices:

- Articles Index Initiatives
- Book Exhibition
- Use of Suggestion Box

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

4.2.2 Institution has remote access to library resources which students and teachers use frequently**Response:****Institution has remote access to library resources which students and teachers use frequently**

Yes the library has remote access facility and its users are using it.

Our library has richest collection of Books, Journals, Back volumes, Encyclopedias, Biographies, Subject and General Dictionaries, CDROMs, e-Resources, Theses and Dissertations. Our library subscribes **N-LIST** which is a major initiative of **UGC -INFLIBNET**, through which e- journals and e-books are remotely accessible by the users. To provide easy access to the users in our library web page there is a NLIST search box. Further our library send emails with attachments/links to the users.

It is located on third floor having 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 days. It has a collection of more than 26204 books which includes general education books Reference books, Bound volumes of Periodicals, Serial publications, Dissertations, 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.

Foot fall is affected by admission process, internship in each semester, and vacations.

Students can issue teaching aids for their lessons. Library have record of issuing teaching aids on cards. It has has a separate chart list file, map list file.

Library Rules for students are displayed on notice board. Library has sitting arrangement for 100 students with 100 chairs and 26 tables. 87 cupboards full of books, magazines, journals, dissertation. A rack of textbooks, dictionaries is open for students. Students have open access for searching books and reference material.

It has 3 computers for library, 1 for faculty and 4 computers for students. to access network resources.

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

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

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

Response: A. Any 4 or more of the above

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

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

Response: 0.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.53	0.000	0.37	0.73	0.059

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

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 3.49**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year****Response:** 23**4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year****Response:** 495**4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year****Response:** 290**4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.****Response:** 112**4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.****Response:** 23

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

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The ICT facilities are available to the staff and student teachers. Institution has up-to-date Computer and Audio visual room lab for staff and students. The institution has well established IT facilities and is being kept on updating as per the need of the hour. The college provides various ICT facilities for the smooth execution of daily academic and administrative activities. The college has sufficient number of computers, printers, scanners, LCD with projector to help students and faculty to carry out academic activities smoothly. The college upgrades and effectively uses ICT to ensure effective teaching-learning process. Budget is allocated by for annual maintenance and up-gradation of ICT facilities.

The college has one technical staff appointed for maintaining computer lab. The college has 25 Desktops for students, 17 for faculty, 8 for office purpose and 2 Laptops. All the computers in laboratories are connected with LAN and internet facility.

Internet: - College has broadband internet with < 50 mbps speed data transfer at free of cost.

The college also possesses other ICT equipment such as projectors (6), LCD Display (2), printers (5) and photocopiers (2). These ICT equipment are adequate for the benefit of students in particular and the staff members in general. During Covid-19 lock downs teachers of our college adopted online teaching mode through many digital platforms like ZOOM, Google meet, Google class room etc.

Software: - Operating system Microsoft windows 2007 and Microsoft 2010 & , Univ software installed for examination, Tally (Accounting package), Quick Heal Total security Antivirus and necessary browsers.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 5.12

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

4.3.3 Internet bandwidth available in the institution

Response: 50

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 50

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 2.41**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.98	1.29	0.77	1.71	0.65

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

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

The college has a system for maintenance and utilization of physical, academic and support facilities. for every academic year. Adequate budget is sanctioned by the management of the college to ensure the maintenance and upgradation of various facilities in the classrooms, laboratories, library etc. Repair of furniture and other equipment is done on regular basis.

Various committees have been formed for the smooth functioning of the college. Institution uses its infrastructure optimally for different purpose. Management, Principal and Faculty Members of different committees plan for it in the meetings.

The college campus is maintained by the College Development Committee of the college which looks after general cleanliness, support facilities like safe drinking water, washrooms, fire extinguishers, electric work, plumbing work and water tank etc.

The college library is well maintained in accordance to academic needs of the students and staff.. Library committee looks after the library matters. Library request teaching staff to send their suggestion. Books are purchased by abiding library rules.

All the electronic gadgets like projectors, computers, printers, photocopiers, air conditioners etc. are regularly serviced and maintained. The regular maintenance and cleaning of classrooms, laboratories, toilets, library etc. are done by supporting staff.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

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

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

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

Response: B. Any 5 of the above

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

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 22.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	7	14	60	55

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

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 79.49

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 122

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

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

Response: 2

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 2.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	1	0	0

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

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

Response:

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

Student council members play an active role in functioning of college. Students 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. Student council plays a vital role in academic and co-curricular activities which are carried throughout year. Different programmes such as Celebration of national days, Celebration of Festivals, Cultural programmes, etc. are arranged and initiated by the student council. Student council takes major initiative in planning various programmes. Council members try to solve the difficulties of

students. Student council orients students about various curricular and co-curricular programmes. They brief students regarding different inter- collegiate competitions and prepares groups for cultural programmes, draft the entries and send registration forms to concerned colleges. Student council motivates students to take part in programmes conducted in the college. Student council keeps the record of vouchers regarding entry fees, rents of costumes for cultural events etc. Student council takes initiative in maintaining cleanliness of college premises. They also take lead in arranging resource persons or for selecting centres for community work or place for 7 days NSS camp . They inform students' problems to staff members. Student council takes active participation in arranging academic enrichment programmes for student teachers as well as programmes organised by different committee members. Student council collects data of all students for allocation of schools for practice teaching or for allotment of reape centers or for community work. Council members take leading role in organising sports and cultural events from planning till execution.

Student council conducted various activities during the pandemic COVID-19 like creating massive awareness among people. During the pandemic situation, student council members informed teachers about the problems faced by students like unavailability of technological devices. and network issues. Proper follow up with students helped in resolving issues related to ICT enabled teaching .The student council along with other students did a lot of hard during pandemic by creating awareness through digital platforms. The activities were conducted during the lockdown period on the digital platforms. There were many activities conducted in the lockdown phase like mask making, sanitiser making. Awareness photo albums were also created along with the pictures on students holding playcards on the social issues. One online quiz regarding COVID-19 was conducted.

Also One webinar related to Zoom App teaching learning was conducted. They utilised their time productively and created massive awareness in the society by learning new normal during COVID..

In all the activities the Student council takes active initiative for planning , organising and execution of each programme .

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

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

Response: 21.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	15	27	22	26

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

5.4 Alumni Engagement**5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.****Response:****Alumni Association contributes significantly for the development of the institution**

The Alumni are truly a strong support to the institution. Maintaining good relationships with alumni over time is crucial for the success of higher education institutions. Alumni association of Seva Sadan's College of Education, Ulhasnagar was registered on 29th December 2010. Alumni association registration number is MH/3194/10/ Thane. Every year after declaration of results, students become alumni of our college. By filling the registration form of the alumni association and registration fees of Rs.25/- they become alumni members. Every year Alumni committee takes lead to increase participation of alumni members. It has signed the memorandum for the purpose of the society under the Societies Registration Act 1860. Composition of alumni association is President, Vice President, Secretary, Joint Secretary, Treasurer and 10 other members.

Alumni Meets are organized to provide a space where alumni from various batches can interact and network with one another. Alumni association of the college facilitates the functioning of our college by enhancing the participation of Alumni in various activities of college and maximizing the interaction of Alumni with budding teachers. Alumni of college organises variety of programmes in regular functioning of the institution.

Alumni of the college contributes significantly in the following way for the development of the institution;

- Demonstration of Micro Skills- Explanation, Narration, Questioning, Chalk board work, Set induction
- Demonstration of Bridge lesson
- Demonstration of Macro lessons of all pedagogy subjects i.e., Languages, History, Geography, Science ,Mathematics.
- Demonstration of Simulated lessons such as Role Play, Game Technique, Inductive- Deductive etc.
- Demonstration of Theme based lesson
- Demonstration of Nai talim lesson
- Demonstration of lesson based on Constructivism
- Demonstration of lessons using CAI
- Judging various competitions such as Rangoli competition,Dance competition, Singing,etc.
- Organization of Inter school competitions - Singing, Dancing, Drawing, Ex tempore
- Orientation regarding CTET/TET
- Orientation regarding NET / SET
- Problem solving session for 10th and 12th Standard Students
- Talk on techniques of teaching , learning , evaluation
- Membership drive
- Placement drive
- Organising Speeches and Talks on various academic concepts
- Active involvement in Cultural programmes.
- Helping in Conducting Sports events.
- Conducting workshops on various topics such as Best out of waste,Pot making
- Conducting Meditation session, Workshop on Innovative methods of teaching
- Sharing information regarding placements and employment opportunities
- Motivating students for higher education

Many alumni are working on various prestigious designations such as Principals,supervisors, Academic leaders, entrepreneurs . They help in the placement of our students in different schools. Student support and motivation is highly encouraged by the alumni and this helps in taking the institution to a higher level of success and progress.

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

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and

support

Response: B. Any 4 or 5 of the above

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

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

Response: 5

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

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

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

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

Response:

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

The college has an active Alumni Association. Alumni association helps Students to stay connected and it also helps in sharing some of most Precious memories. Alumni acts as a strong support system to the Institution by actively participating and motivating students to develop their talents in the following way;

- Consistent Alumni meets and interacts for planning of various programmes in the institution.
- Every Year alumni students 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 co-curricular activities are conducted on regular basis in the college

The college assigns the alumni lead positions in different programmes such as;

- Delivering Talks and Sharing experiences and act as a source of motivation for current batch students
- Inviting alumni as resource persons and guest speakers on current topics related to teaching and learning, Alternative therapy, etc.
- Arranging Demonstrations of micro lessons as well as macro lessons in pedagogy subjects by our alumni i.e.,
- Demonstration of Micro Skill- Explanation, Narration, Questioning, Chalk board work, Set induction
- Demonstration of Bridge lesson
- Demonstration of Simulated lessons
- Demonstration of Theme based lesson
- Demonstration of Nai talim lesson
- Demonstration of lesson based on Constructivism
- Demonstration of lessons using CAI
- Judging various competitions such as Rangoli competition, Dance competition, Singing, etc.
- Organizing Inter school competitions - Singing, Dancing, Drawing, Ex tempore
- Orientation regarding CTET/TET/NET/SET
- Problem solving session for 10th and 12th Standard Students
- Membership drive
- Placement drive
- Active involvement in Cultural programmes
- Conducting workshops on various topics such as Best out of waste, Pot making
- Conducting Meditation session
- Sharing information regarding placements and employment opportunities
- Motivating students for higher education
- For curricular aspects alumni students conducted online session to orient the current batch regarding online teaching during Pandemic situation.
- Alumni students take lots of efforts in organising webinar on the theme- Orientation of NET/SET/TET/CTET examination keeping a definite aim.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

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

The vision and mission of the college is:-

Vision - “????????????? ??????”

Life Long Learning

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

Objectives:-

- 1.To provide quality teacher education for all the aspirants, irrespective of caste, creed, religion and Language.
- 2.To promote meta learning
- 3.To promote research in the field of teacher education
- 4.To develop positive attitude towards the teaching profession
- 5.To develop personal, professional competencies required in teachers
- 6.To develop understanding about the role of school teacher as agents of social change, national integration and scientific temper.
- 7.To inculcate the values among the teacher educators.

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

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

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

6.1.2 Institution practices decentralization and participative management

Response:

Institution practices decentralization and participative management

The college believes in democratic working through team work and participatory decision making. The administration follows decentralized system of governance. The Principal in consultations with the College Development Committee and IQAC, takes decisions to achieve the set goals. The faculty shows active involvement and participation in the activities of the institution. At the beginning of the academic year, the Principal along with the IQAC prepares the academic calendar. Thereafter the faculty members of the respective committee meet to discuss and finalize the activities to be conducted. The faculty are given the privilege to make changes as per the requirements of the activities they intend to conduct. The members of student council are also involved in the planning and organizing of various programmes. During the pandemic the staff meeting was conducted online.

- **Admission Committee:-** The Committee scrutinizes the documents of the students list as per the MKCL allotment and oversee the admission procedures.
- **Lesson Committee** plans the practice teaching and the other internship related activities.
- **Women development cell** conducts awareness programmes on women related issues, skit, debates, women awareness
- **Research Cell** motivates the faculty to undertake major and minor research projects funded by UGC, University of Mumbai and various other bodies.
- **Alumni Association** is a registered body. The alumni is invited to participate in various programmes organized in the college. They are invited as resources person, judges for interschool competition. Regular Alumni meeting is conducted
- **Gymkhana and cultural Committee** :This committee organises various cultural programmes ,sports ,celebration of days of national importance ,deputing student- teachers to inter collegiate programmes . The committee conducts student council election.
- **Academic Enrichment Committee** :The committee organises various programmes to widen the knowledge boundary of faculty and student- teachers.
- **Examination Committee:**The committee conducts all internal examination and maintains records of all internal assignments and also conducts exams of University of Mumbai.

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

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

Response:

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

To achieve the desired goals, transparency in the functioning of the institution is essential.

Administrative Aspect - The management takes a keen interest in the administration of the college. They are informed about the activities of the college. The Principal makes presentation of different events and activities in Annual General meeting of the management.

The students are enrolled through CET and CAP process and the admission process is displayed on the college noticeboard. AISHE informations are regularly uploaded. Information on administrative bodies, college committees, faculty, student council, academic calendar, best practices etc are displayed on the college website. AQAR are uploaded on the website.

The pandemic of 2020 -2021 kept the institution closed for better part of the year. Though physical presence in the college was not possible, all meeting and activities were conducted online.

Academic Aspect - All academic information are disseminated through the prospectus, time table of weekly activities is displayed on the notice board and even posted in whatsapp group. The college magazine gives a brief information about all the activities done throughout the year. Information's were disseminated even using social media like whatsapp during the lockdown. All the activities are periodically reviewed by the Principal of the college.

Financial Aspects - 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	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:**The institutional Strategic plan is effectively deployed**

The college aims to produce student-teachers with first hand experiences which they can utilize in the classrooms and achieve desired outcomes.

Teacher-educators upgrade their skills and this is evident from the several faculty development programmes attended and the seminars, workshop and conferences they participated. In all the courses, effective teaching learning methods are followed. The student-teachers are exposed to a range of teaching learning experience, for instance presentations, seminars, role play, group discussions. Teacher –educators encourage creative and collaborative learning experiences, to ensure that the student-teachers are active participants in the teaching learning process.

During the COVID-19, lockdown the teaching -learning shifted from offline mode to online mode. Time table displaying various academic and other activities was prepared and disseminated using social media. The teacher -educators effectively utilised classroom platform to upload note assignments and other materials pertaining to student-teacher requirements. Internship is an important activity of teacher education. The student-teachers were oriented regarding the transition from offline mode to online. They were briefed on how the online internship is planned. The student-teachers were oriented on how to present a lesson in a simulated environment, the various online platforms and steps to use the online platform. Alumni was invited to orient and give demonstration on how to take an online lesson.

The student-teachers were given lesson guidance using google meet. Timely counselling was provided to the student -teachers as and when required.

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

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

The Seva Sadan's College of Education is a linguistic minority college run by Seva Sadan Trust. The college was established in 1966, and is, the only government –aided institute in the district of Thane. The college is affiliated to the University of Mumbai. The management plays a key role in administration of the college ensuring smooth functioning of the college. The Principal is the head of the college.. The

Principal works in collaboration with the Management and seeks their guidance in the activities of the college. The Principal forms various committees for the smooth transaction of the course programme.

As per the Maharashtra Public University Act, College Development Committee was formed. The Committee aspires to promote academic excellence through comprehensive planning of the academic activities for the academic year.

The IQAC was formed following the recommendations of first NAAC. The main objective of IQAC is quality enhancement. Keeping in view the vision and mission of the college, IQAC in consultation with the Principal plans, implements, monitors and reviews all the academic activities.

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 are 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 of students 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. The Government rules and norms (UGC norms and University guidelines) are followed in appointments and promotion of staff, salary and services conditions.

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

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

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination System
- 6.Biometric / digital attendance for staff
- 7.Biometric / digital attendance for students

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any additional information	View Document

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

Response:

In each academic year the Principal forms various committees. These committees organizes various activities that help create awareness on various social issues and upskill the trainees academically. Various seminars, workshops, conferences were organized on teaching learning environment, women empowerment, human rights.

An alumni is the most valuable asset of any educational institution. Their contribution helps in the development of the institution and its student-teachers. By engaging the alumni, the institutions can benefit from their skills and experiences. During the COVID-19 pandemic, The student -teachers had to complete their internship through online mode. In order to make the process easy for the student -teachers various programmes were organized. For this purpose the alumni of the college oriented and demonstrated the online teaching and learning process, the use of apps for teaching, preparation of power point presentations. This session helped in easing the initial apprehensions of student -teachers regarding online teaching. The session on 'How to prepare for NET/SET' was organized. Those were the days of stress and strain, a session on 'Alternative Therapy' was also organized. For both these sessions the resource person were alumna of the college. These activities were hugely beneficial for the students.. A session was organized on how to engage the students in an online classroom and adopt a participatory approach in online teaching –learning . A session was organized on 'Curriculum in different countries' This programme helped the student-teachers to have a comparative view about the educational system in India and other countries

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

6.3 Faculty Empowerment Strategies

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

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

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

The college being affiliated to the University of Mumbai. it follows the guidelines of the University.

Duty leave is granted to attend refresher courses and short term courses, workshops, seminars, conferences.

The institution deputed faculty for refresher courses, short term courses and FDP. They are encouraged to participate in workshops, seminars and present papers, these leads to mutual exchange of ideas and enhances knowledge.

Adjustments are made in the timetable for the staff to attend refresher courses, short term courses, FDP, workshops, seminars

Teaching and non-teaching faculty can avail medical leave, casual leave, sick leave and earned leave.

faculty is encouraged to use various resources –library, ICT for academic and research purposes.

College has insured all the student- teachers through group insurance policy.

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

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

Response: 5.41

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

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

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

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

Response: 5

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

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

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

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

Response: 37.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	9	8	10	1

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

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

Response:

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

The performance appraisal system gives direction to the quality enhancement of the institution. It provides an assessment of the knowledge and capabilities of the staff and their overall performance. It guides the institution to identify the areas of improvements and provide necessary opportunities for the growth and development of the staff. The institution follows a 360° performance appraisal system. 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 committee are also taken into consideration. These forms are analysed by the Principal of the college. Semester wise result analysis also helps the Principal 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. The staff members were encouraged to focus on building their capabilities through seminars, webinars, workshops, research projects, short term courses, Faculty development programmes and updating knowledge to meet the needs of the students and provide effective learning experiences.

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 . 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. The interaction with non-teaching staff was for administration related work and feedback is provided.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Institution conducts internal or/and external financial audit regularly

The institution finances are managed in an effective, efficient and in transparent manner. The financial auditing of the institution is carried out annually. The internal financial audit and external financial audit are done once a year and the queries raised are resolved. The budget for the academic year is planned and prepared by the Governing Body and the Principal. The income and expenditure receipts and payments bill are submitted to the accounts department of the institution. The accounts department prepares the balance sheet, and any query is addressed. The balance sheet is given to the external auditor for scrutiny and approval.

The accounts are audited regularly. There is internal as well as external auditor.

Internal Auditor --- M/s. Borkar and Muzumdar is internal auditor

External Auditors -- Joint Director and A.G. Office are the external auditors. . External auditor prepares standard audit programme. The Auditors conduct Audit by checking basics 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	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**Response:** 0**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

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

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**Response:****Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**

- The college is private aided sindhi linguistic minority. The college receives financial support in the form of Salary grants from government.
- With the respect of tuition fees the college follows the regulations of the affiliating University.
- The college does not mobilize any resources through donation, since it does not accept any donation. The college believes in 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 financial resources are provided by management.
- The College is study centre for IGNOU and YCMOU programmes. The material resources of the college are put to optimal utilization through these programme.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System**6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly**

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

The **Internal Quality Assurance Cell (IQAC)** of the college frames policies based on the vision, mission, and goals of the college to enable quality enhancement and sustenance in all the aspects of the institutional functioning. The IQAC cell of the institution was established on 01/06/2005 and continuously work to maintain quality benchmarks in the activities of the institution.

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.

Keeping in view the vision and mission of the college, through the IQAC various capacity building programmes like developing communication skills, professional skills and ethical values etc, various, to create community consciousness programmes like Ek Muthi Yojana, Ek Fruit Yojana, visit to special schools are arranged. values inculcation through programmes like yoga, celebration of national days, Use of technology in the teaching learning process enhance the quality of presentations.

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

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism**Response:****The institution reviews its teaching-learning process periodically through IQAC or any other mechanism:-**

The College Implements the semester wise pattern of the B.Ed programmes and follows the guidelines and syllabus prescribed by the University of Mumbai.

The **Internal Quality Assurance Cell (IQAC)** of the college frames policies based on the vision, mission, and goals of the college to enable quality enhancement and sustenance in all the aspects of its functioning. The IQAC follows a systematic work plan. At the beginning of the academic year IQAC in

consultation with the members of various committee plan and prepares the activities to be conducted by various committee. The IQAC provides necessary guidance as and when required. IQAC allows minor changes in the implementation of the programmes keeping in view the time constraints and other requirements of the B.ED programme especially during the pandemic. IQAC monitors the internal assessment of the student-teachers, their performances is monitored through assignments, presentation, class and essay test and also their participation in various co-scholastic activities. Timely feedback is provided to the student-teachers regarding their performance and are encouraged to excel. 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. IQAC analysis the result of the teacher-trainee and provides suggestion to enhance the examination performances of the students.

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

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

Response: 21.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	15	27	22	26

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other

institution(s) 5. Participation in NIRF**Response:** A. Any 4 or more of the above

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

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives**Response:****Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives:-**

Following the first NAAC peer team visit - IQAC and research cell was established . The objective of IQAC is to monitor the performance, quality of the college and provide timely, effective suggestions. The objective of the research cell is to encourage research among faculty and create a research culture.

The college started the programme of Ek Muthi Yojana and EK Fruit Yojana. In Ek Muthi Yojana the student -teachers contributed rice and pulses. These items were distributed in poor hamlets around Kalyan, Badlapur, Karjat , the purpose of this programme was to enable the student- teachers to get a better understanding of the diverse world around and socially sensitive to the needs of the people around.

In Ek Muthi Yojana the student - teacher visit special schools and understand how the teacher's teach in these schools and how special children learn. Interaction with special school teachers help the student -teachers to understand the difference in the training programme. During these visit the teacher-trainees distribute fruits to the children.

For second and subsequent cycles: The college had tied up with REAP, an NGO that works with the underprivileged. The student -teachers were deputed to the study centres of this organization, where the student-teachers taught in a very non-formal atmosphere.

To promote organisational skills in the student- teachers interschool competitions in dance, singing, sports, drawing and elocution were organised. The schools in vicinity enthusiastically participated in the competition. In few of the events alumni were invited to judge the events.

The library plays a pivotal role in the academic progress of the college and its human resources viz the faculty and the students. Use of technology in the day to day administration of the library is very essential. The library is 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 lead to widening of intellectual horizon.

The college has a research cell and many research scholars were with Ph.D. The college organised online open viva for Ph.D scholars.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

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

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 :

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 day and also minimizes the use of air conditioners which in turn reduces electricity consumption.

Energy Conservation policy :Electricity conservation:

- 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.
- Operating air conditioning and water coolers on optimum temperature settings.
- Regular maintenance of electrical equipments is done to minimize unnecessary usage of electricity.
- Effective maintenances through annual maintenance.
- A non teaching staff has been assigned the duty of maintaining the electric equipments .
- Repairs of wires and electricity boards are carried out and replacements are made whenever required.
- Repair, Re-use and frequent maintenance of equipment to ensure sustainable longevity.

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

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

Response:

Institution policy and procedure for implementation of waste management

Institute encourages environment friendly waste management practices as follows:

Solid waste management:

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

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

Separate dustbins are used for different types of wastes. Segregation of the waste is done in the campus premises, for those two dustbins are kept on each floor labelled as 'Wet Waste and Dry Waste'.

Decrease in the use of paper:

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

E-waste management

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

Liquid Waste management

Liquid waste from the points of generation like the water tanks and toilet etc is let out as effluent into a proper drainage to avoid stagnation. All the liquid waste from washroom, bathroom is collected into soakage pits through systematic drainage. Zero percent leakage of waste water is ensured.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: C. Any 2 of the above

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

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document

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

Response:

Efforts taken by institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Cleanliness , sanitation and green cover are the priority of the institution.

Cleanliness: 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.

Sanitation: Segregation of the waste is done in the campus premises, with two dustbins are kept on each floor labelled as 'Wet Waste and Dry Waste. The wet waste and Dry waste in the campus is given to the waste collection department of Ulhasnagar cleaning department. Cleanliness of toilets, classroom, campus is mandatory. During Covid protocols, sanitizers were kept in every floor and entrance. Regular cleaning of toilets is done, the floor supervisor keeps a check on the same. Surprise visit/ check is done to maintain clean and healthy habits.

Green cover: Apart from primary cleanliness and sanitation efforts, the institute is also committed to promoting sustainable habits by promoting cloth bags through bag making and paper bag making workshop along with other efforts to maintain a plastic free environment. Street plays on sensitizing the

students and community to a pollution free environment have been held. NSS unit of our college carried out number of activities like rallies on plastic free environment ,importance of cleanliness etc

During community services Student teachers create awareness about Use of Bycle-Fit India movement, Pedestrian crossing, green landscaping including tree plantation.

With regard to paperless office our accounts are in TALLY software and many of the orrespondence to Joint Director of Education are in Excel and Email.

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

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: B. Any 4 of the above

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

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

Response: 0.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.057	0	0.017	0.052	0.005

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

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

SSCE has conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges. The institution has conducted following activities:

Local environment : A Swachh Abhiyaan programme was conducted where student teachers participated in cleaning the campus premises, conducting cleanliness and hygiene session, tree plantation for practice teaching school students. The institution has focused on several community and social issues and conducted activities to sensitize the student teachers and the community reach out to the less privileged in society and to contribute in different ways to the welfare of the society.

Locational knowledge and resources :

The institution has an advantage of being centrally located with nearby central hospital ,banks, schools, railway stations .The college arranges a visit to special centers like old age homes, orphanages, children with special needs. It develops a sense of Commitment towards the society among the students. It develops qualities like sensitivity, empathy among the students. Thereby it develops social values. The NSS unit of college along with central hospital organises blood donation camp and rallies on awareness of HIV ,Anti tobacco and smoking .

The institution has endeavored to spread awareness on the environmental issues through a Poster competition on Environmental Issues, Making of Paper and Cloth bag, Celebration of Environment Day, Water Day celebrations created sensitivity towards environmental issues..

The institution caters to the need of different practice teaching schools in different forms like providing counselling to the school students , conducting problem solving session for school students related to Maths, Science and English subject. During internship student teachers arrange various activities in schools like exhibitions, competitions, tree plantation . Student teachers also help school staff in organising various

events.

Community Practices and Challenges: Our college is the distinct as we are the only B.Ed college to have NSS .

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.

To develop sense of social commitment among the students towards underprivileged children of society ,college had collobration with REAP (Reach Education Action Plan) an NGO working for underprivileged group of society .On every Saturday our B.Ed students go and teach underprivileged children at the REAP centre in slum areas of Mumbai and Thane.The students teach them basic communication skill, alphabets and songs by using teaching aids.Due to pandemic this activity discontinued .

“Ek Muthi Yojana”is serving the underprivileged sections of the remote and inaccessible nearby rural areas.Fistful of grains is contributed by every student and staff for certain period .The collected grains is distributed on some special occasion or day.

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

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

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

Response: B. Any 3 of the above

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

7.2 Best Practices

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

Response:

1) Each one Teach one

Goal :

- The Women Development Cell has both the faculty and students of the College as its members and works with an aim to create a gender sensitized community within campus as well as in the society.
- 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 of the practice :

- Students involved in activities willingly.
- Motivation by faculty in charge led to initiative by the student teachers.
- Each student accompanied with one participant i.e. their mother, grandmother, sister-in-law.
- The student teachers 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 teachers gave them practice in writing their names

Resources required :

- Dedicated faculty and students
- Support of companion of students.
- Adequate time allocation

Remarks :

- Students learned the strategies to teach adults as well as quality of empathy was known.
- This well-planned program helped a lot in bridging the gap in women's education.

2) Ek Muthi Yojana**Goal :**

- To develop sense of social commitment among the students
- The basic purpose of conducting novel activity “Ek Muthi Yojana” is serving the underprivileged sections of the remote and inaccessible nearby rural areas..

Process:

- Fistful of grains is contributed by every student and staff for certain period.
- The collected grains is distributed in rural areas on some special occasion or day.

Impact of the practice :

- Develops a sense of Commitment towards the society among the students.
- It develops qualities like sensitivity, empathy among the students. Thereby it develops social values.

Resources Required :

- Dedicated faculty and Student Council
- Support of the villagers
- Collected grains.

Remarks :

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

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

7.3 Institutional Distinctiveness

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

Response:

Seva Sadan's college of Education is aided institution permanently affiliated to 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 has been under Autonomously status process in the month of July 2022 and the order is reserved in UGC. Afterwards college will try to implement skill development courses to enhance student teacher job proficiency and qualification.

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. By this our social responsibility towards betterment of social commitment and development is being strengthened.

College depicts its distinctiveness by conducting various activities such as quality enhancement, futuristic role of teachers, Human values, Communication skills, Professional ethics, Curriculum in different countries, innovative methods of teaching amid pandemic.

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

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

5. CONCLUSION

Additional Information :

Our college has applied for autonomy status. We would be preparing our own curriculum which would include various topics in different courses giving lot of choices to the student teachers. The curriculum would be broad based, skill based and based on the needs of the society. Certificate courses, skill-based courses and value-added courses would also be reflected in the curriculum. More faculty exchange programmes would be enriching student teachers knowledge.

Workshop on Preparation of TET/CTET for development of Professional attributes will also be the prime focus. Research based attitude would be inculcated by conducting more of action research and motivating students to publish papers. We can conduct Short term course in research methodology , research statistics/,Leadership and 21st century Professional Skills which is the need of the hour.

Our outreach in community is primarily with practice teaching schools. Orientation Programme with the Principal of practice teaching schools will help develop a 'WE' feeling with them. There are institutions who work effortlessly for children with special needs. As a part of the community, we can extend our hands by providing teaching aids in audio form especially for visually impaired students .

To meet the needs of NEP 2020 and UGC notifications to enhance quality education it is pipe lined to provide research development cell with necessary ICT infrastructure. Our College has received grants from RUSA under Infrastructure component. We will try to meet the increasing needs of infrastructure with the help of this grant..

Concluding Remarks :

Our college strives to maintain high standards without compromising on the quality by providing safe conducive environment with adequate resources. Our strengths is our faculty who cultivate the habit of social commitment, innovation and research among the learners. The faculty endeavours to search for new venues of knowledge, to sustain its position in the field of education. Internal quality assurance cell tries to enhance the quality by exploring new avenues of knowledge.

Teachers are the key to the execution of NEP 2020. Focusing this ,the activities are planned to prepare students teachers for the successful implementation of NEP 2020 by training in combination of conceptual, practical, personal, and social skills which will be needed by the teachers for transforming present education system .

Our college focusses on;

Life Long Learning: Through certificate course of Nursery teaching to Ph.D in education for aspirants irrespective of caste creed and gender.

Quality Education: Sustaining Quality of Education through innovative methods of learning, Focus group

activities and study circles.

Technology enabled teaching: The need of the hour is technology driven teaching learning which helps learners to be equipped with ICT skills.

Social Commitment: The institution focussed on various community and social issues and conducts activities to sensitize the student teachers. The college arranges a visit to special centers like old age homes, orphanages, special schools for children with special needs. It develops a sense of Commitment towards the society among the students. It develops qualities like sensitivity, empathy among the students and develops social values.

Focus on Global Competencies: We have students from various cultures and societies. We promote multiculturalism through activities viz lectures, talks, celebrations of different festivals. Environmental awareness, environmental protection, sustainability, and global competencies are developed through Talks, skits, competitions and rallies.

The college is gearing up to set higher targets, attempts to excel in areas that gear towards the vision and mission of the college. Our voyage is of creating resourceful, rich, knowledgeable teachers for meeting the demands at the national and global level.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																									
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>11</td><td>11</td><td>11</td><td>11</td><td>11</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>11</td><td>11</td><td>11</td><td>11</td><td>11</td></tr></table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	11	11	11	11	11	2021-22	2020-21	2019-20	2018-19	2017-18	11	11	11	11	11	2021-22	2020-21	2019-20	2018-19	2017-18
2021-22	2020-21	2019-20	2018-19	2017-18																						
11	11	11	11	11																						
2021-22	2020-21	2019-20	2018-19	2017-18																						
11	11	11	11	11																						
2021-22	2020-21	2019-20	2018-19	2017-18																						
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1</td><td>2</td><td>2</td><td>3</td><td>3</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1</td><td>1</td><td>2</td><td>4</td><td>3</td></tr></table> <p>Remark : Input is edited from clarification documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1	2	2	3	3	2021-22	2020-21	2019-20	2018-19	2017-18	1	1	2	4	3					
2021-22	2020-21	2019-20	2018-19	2017-18																						
1	2	2	3	3																						
2021-22	2020-21	2019-20	2018-19	2017-18																						
1	1	2	4	3																						
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <p>1. Students</p> <p>2. Teachers</p> <p>3. Employers</p>																									

	<p>4. Alumni</p> <p>5. Practice teaching schools/TEI</p> <p>Answer before DVV Verification : C. Any 3 of the above</p> <p>Answer After DVV Verification: D. Any 2 of the above</p> <p>Remark : AS per supporting documents input is edited .</p>
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : C. Feedback collected and analysed</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p> <p>Remark : HEI has provided an action taken report too. Hence B Feedback collected, analyzed and action taken.</p>
2.2.4	<p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution</p> <p>Answer before DVV Verification : 15</p> <p>Answer after DVV Verification: 14</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : A. Any 5 or more of the above</p> <p>Answer After DVV Verification: B. Any 4 of the above</p> <p>Remark : Input is edited from clarification documents.</p>
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Answer before DVV Verification : 296</p> <p>Answer after DVV Verification: 297</p>

Remark : Input is edited from the clarification documents.

2.7.2 Average pass percentage of students during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
156	122	162	130	131

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
156	121	162	128	127

Remark : Input is edited from clarification documents.

2.7.4 Performance of outgoing students in internal assessment

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

Answer before DVV Verification : 107

Answer after DVV Verification: 117

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	5

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	160000	170000

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1.60000	.40

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
09	07	12	11	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	07	6	0	16

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	11	2

Answer After DVV Verification :

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

Remark : Input is edited as per clarification documents.

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	1	41	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	6	5

Remark : Input is edited from clarification documents.

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
54.776	0.000	38.844	75.960	5.900

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.53	0.000	0.37	0.73	0.059

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.91	0.82	0.77	1.37	0.65

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.98	1.29	0.77	1.71	0.65

Remark : Input is edited from clarification documents.

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	10	7	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	1	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	10	10	12	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	9	8	10	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	17	15	17	27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	15	27	22	26

2.Extended Profile Deviations

Extended Form Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>256</td><td>279</td><td>294</td><td>308</td><td>267</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>256</td><td>279</td><td>294</td><td>308</td><td>267</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	256	279	294	308	267	2021-22	2020-21	2019-20	2018-19	2017-18	256	279	294	308	267
2021-22	2020-21	2019-20	2018-19	2017-18																	
256	279	294	308	267																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
256	279	294	308	267																	
1.2	<p>Number of seats sanctioned year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>250</td><td>250</td><td>250</td><td>250</td><td>250</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>250</td><td>250</td><td>250</td><td>250</td><td>250</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	250	250	250	250	250	2021-22	2020-21	2019-20	2018-19	2017-18	250	250	250	250	250
2021-22	2020-21	2019-20	2018-19	2017-18																	
250	250	250	250	250																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
250	250	250	250	250																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>21</td><td>28</td><td>16</td><td>3</td><td>2</td></tr></table> <p>Answer After DVV Verification:</p>	2021-22	2020-21	2019-20	2018-19	2017-18	21	28	16	3	2										
2021-22	2020-21	2019-20	2018-19	2017-18																	
21	28	16	3	2																	

2021-22	2020-21	2019-20	2018-19	2017-18
125	125	125	125	125

2.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 50

Answer after DVV Verification : 50