



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

Seva Sadan's College of Education

- Name of the Head of the institution
- Designation
- Does the institution function from its own campus?

Dr.Renuka Shewkani

I/C Principal

Yes

- Alternate phone No.

0251-2712065

- Mobile No:

09881250615

- Registered e-mail ID (Principal)

sevasadanunr@gmail.com

- Alternate Email ID

sevasadanunr@gmail.com

- Address

**Seva Sadan Marg,Opp. Central
Hospital**

- City/Town

Ulhasnagar

- State/UT

Maharashtra

- Pin Code

421003

2.Institutional status

- Teacher Education/ Special
Education/Physical Education:

Teacher Education

- Type of Institution

Co-education

- Location

Urban

- Financial Status UGC 2f and 12 (B)
- Name of the Affiliating University University of Mumbai
- Name of the IQAC Co-ordinator/Director Dr. Deepika. Sharma
- Phone No. 9820448414
- Alternate phone No.(IQAC) 9820448414
- Mobile (IQAC) -
- IQAC e-mail address sevasadanunr@gmail.com
- Alternate e-mail address (IQAC) deepikasharma68@gmail.com

3. Website addresswww.sscOE.edu.in

- Web-link of the AQAR: (Previous Academic Year) https://www.sscOE.edu.in/upload/content/1677576823_AOAR%202021-22.pdf

4. Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link: https://www.sscOE.edu.in/upload/content/1676617868_Academic%20Calendar%202021-22.pdf

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A+	93.35%	2004	03/05/2004	02/05/2009
Cycle 2	A	3.23 CGPA	2011	16/09/2011	15/09/2016
Cycle 3	A	3.12 CGPA	2017	22/02/2017	21/02/2022
Cycle 4	A	3.02 CGPA	2023	14/09/2023	13/09/2028

6. Date of Establishment of IQAC

01/06/2005

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

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

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

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

9. No. of IQAC meetings held during the year **2**

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

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

National Seminar on "Women Empowerment" Looking Backward , Looking Forward Sponsored by WRC , ICSSR, Mumbai on 18/03/2023.

Celebration of Azadi ka Amrit Mahotsav dated 12/8/2022 and 13/8/2022

Expert Talk by Lorraine on NEP 2020 Exhibition on Contribution of Teacher's in Indian knowledge System 8/9/2022

Orientation of CTET/TET by Padma Naik 10/11/2022

Visit to Devrai forest 17/12/2022

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

Plan of Action	Achievements/Outcomes
Preparation of the Academic Calendar	Both curricular and cocurricular activities were conducted keeping in with the projected plan
Formation of committees for organizing various curricular/co curricular activities throughout the year	This ensured smooth execution of activities and fostered shared responsibility and teamwork among the staff
National Seminar on	ICSSR Sponsored National Seminar on " Women Empowerment" Looking Backward , Looking Forward Sponsored by WRC -ICSSR on 18/03/2023.
Organising session on CTET/TET for students	Conducted session on Orientation of CTET/TET by Padma Naik 10/11/2022
Organise visit to Nature parks	Visit to Devrai forest 17/12/2022
Establishment of Literary club	Inauguration of Bhasha Mandal. on 28/01/2023

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

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	Seva Sadan's College of Education
• Name of the Head of the institution	Dr.Renuka Shewkani
• Designation	I/C Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	0251-2712065
• Mobile No:	09881250615
• Registered e-mail ID (Principal)	sevasadanunr@gmail.com
• Alternate Email ID	sevasadanunr@gmail.com
• Address	Seva Sadan Marg,Opp. Central Hospital
• City/Town	Ulhasnagar
• State/UT	Maharashtra
• Pin Code	421003
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	UGC 2f and 12 (B)

• Name of the Affiliating University	University of Mumbai				
• Name of the IQAC Co-ordinator/Director	Dr. Deepika. Sharma				
• Phone No.	9820448414				
• Alternate phone No.(IQAC)	9820448414				
• Mobile (IQAC)	-				
• IQAC e-mail address	sevasadanunr@gmail.com				
• Alternate e-mail address (IQAC)	deepikasharma68@gmail.com				
3.Website address	www.sscoc.edu.in				
• Web-link of the AQAR: (Previous Academic Year)	https://www.sscoc.edu.in/upload/content/1677576823_AQAR%202021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.sscoc.edu.in/upload/content/1676617868_Academic%20Calendar%202021-22.pdf				
5.Accreditation Details					
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Cycle 3	A	3.12 CGPA	2017	22/02/2017	21/02/2022
Cycle 4	A	3.02 CGPA	2023	14/09/2023	13/09/2028
6.Date of Establishment of IQAC			01/06/2005		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
0	Nil	Nil	Nil	Nil
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		2		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
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10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
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Plan of Action	Achievements/Outcomes
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13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
Yes	05/12/2022

15. Multidisciplinary / interdisciplinary

Our institution is Government aided Teacher Education College providing Two years (Choice based credit system) B.Ed programme

of University of Mumbai. The curriculum is prepared by University of Mumbai as per NCTE norms and we abide by norms of University and NCTE. With the view of holistic academic growth among students, an Interdisciplinary curriculum has been prepared by University which gives freedom to the student to choose their preferred options from the range of options offered by the institution as Pedagogy subjects, Special fields and Audit courses.

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

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

College will offer 4 years Integrated B.Ed programme as per guidelines of NCTE and University of Mumbai, only then Multiple Entry and exits can be made possible. Our institution is recognized Ph.D research centre of University of Mumbai for guiding PhD, M.Ed. and B.Ed students. Researches are carried out in different areas like Educational Sociology, Educational Management, Distance Education, Special Education, Inclusive Education, Educational Psychology, 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 and publishing research articles in reputed journals, etc.

16.Academic bank of credits (ABC):

Our B.Ed programme is choice based credit system prescribed by University of Mumbai. As per ordinances there is Formative and Summative assessment of students for all semesters. As and when guidelines come from authority for implementation of NEP, the institution will register itself for ABC.

17.Skill development:

The college was offering certificate course in English, French and computer. Our college is offering certificate course in Yoga which believes in healthy mind resides in healthy body. It will be

converted into credit based full fledged programme, subject to approval of NCTE and University of Mumbai. The college will prepare level wise curriculum of different skill development programme as per guidelines of National Skill Qualification Framework subject to approval of NCTE and University of Mumbai. Our institution conducts various academic and cultural activities based on 10 core elements and values incorporating humanistic, ethical and constitutional values. Voting awareness day, Constitutional Day, Celebration of National Days are some activities organised by college. Talks on various topics viz ;Human values and Professional Ethics, Futuristic role of teachers, Quality Enhancement in schools, Stress Management are arranged. EPC and audit courses enable us to inculcate different values among students. The college plans to start different certificate courses for vocational education training as per NEP 2020, Ours is study center of IDOL, YCMOU and IGNOU offering different programmes in the field of Education.

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

The college ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. The teaching learning process in the institution is done in bilingual mode of transacting the curriculum. Student Teachers can also attempt answering papers in English, Hindi, and Marathi language. The Bhasha mandal of our college celebrates Hindi Diwas, Sindhi language day, Marathi Bhasha Diwas for developing love towards different languages. Ours being Sindhi minority institution, we are planning to start certificate course in Sindhi for preserving the language. Similarly for preservation of Indian language- Sanskrit the college has planned to start a short term certificate programme in same; subject to the approval of University & NCTE. For preservation of culture and promoting multiculturalism our college organizes celebrations of festivals- Diwali, Navratri, Christmas etc and Important Days and National Days. Opportunities are provided to students for participating in these activities.

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

At the end of the B.Ed Programme the student-teacher will be able to: Master themselves in content and pedagogy of teaching subjects. Internship programme helps in developing teaching competency and communication skills. It also helps in understanding the teaching as a profession and various approaches of teaching. Our institution follows the guidelines of

University of Mumbai for Outcome Based Education in form of Formative and Summative Assessment for all the four semesters. It covers Theory and Practicum aspect of the programme and integrates Cognitive, Affective and Psychomotor domain of objectives. As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programmes on recent educational policies. The institution organized talks after the announcement of NEP 2020. The faculty also attended various talks and seminars pertaining to NEP 2020 which will enable in curriculum transaction. The college follows good practices like_ focus group, mentor- mentee, study circles, Peer tutoring, problem solving session etc. to ensure OBE

20.Distance education/online education:

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

Extended Profile

1.Student

2.1

206

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	282
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	20
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	111
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	106
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	100
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	4920137
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	54
Total number of computers on campus for academic purposes	

3. Teacher

5.1

14

Number of full-time teachers during the year:

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2

15

Number of sanctioned posts for the year:

Part B**CURRICULAR ASPECTS****1.1 - Curriculum Planning**

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Curricular aspects**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. The institution is affiliated with the University of Mumbai. The institution follows the curriculum framework of the NCTE and syllabus of the Choice Based Credit System as prescribed by the University for the two year B. Ed. program. A detailed Academic calendar is prepared by IQAC at the beginning of every year. Academic calendar is communicated with all the teachers of the institution. However in case of any modification needed in the Academic Calendar it is discussed with the staff of the institution and accordingly revised.

The college time table reflects theory lectures and practicum. Separate time table for internship programme, lesson guidance, project, and examination is prepared. It is displayed on the notice board for the students. The Academic calendar, 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.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

D. Any 2 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme

B. Any 3 of the Above

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 Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.sscoc.edu.in/upload/content/1676619893_Prospectus.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

10

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

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

100

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

100

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

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

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

B.Ed curriculum includes Assignments, Research Projects, Community work and Co-curricular activities apart from theory courses. Therefore it gives ample opportunity to develop knowledge, skills and values. During the internship program pupil teachers get ample opportunities to acquire and demonstrate their knowledge and skills. They get the opportunity to put theory into practice.. Different co-curricular activities promote all round development of the students. Procedural knowledge helps the student teachers to perform task in actual situation with perfection. Every student opt for two pedagogy subjects, which they have specialised either at graduation or post graduation level. Micro skills help the student teachers to become effective teachers at different levels of school. Students are oriented with various simulated techniques 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 also developed. Capability to extrapolate from what one has learnt and apply acquired competencies is also taken care of .

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

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

There is a course on Educational Management in semester two which includes characteristics of various Boards of Education viz SSC, CBSE, ICSE , IGCSE and IB. In semester 3 there is a course Assessment for Learning having an assignment on study and comparison of format related to Continuous comprehensive assessment of different school boards.

1. It deals with the establishment of different Boards,

2. Each state has its own Board of education and it conducts examination for class 10th and class 12th. It coordinates between national policies and state policies. CBSE conducts entrance examination at national level which prepare the students for competitive exams like IIT, CAT, IIM. IB curriculum is useful for parents who are global trotters. All IB students must study .two year course called theory of knowledge, work to produce and extended essay and engage in creativity ,action and services. IGCSE offers a variety of routes for learner with a wide range of abilities including those whose first language is not English.

3. SSC board develops skills needed to fulfil the local needs of the society. CBSE caters to national level, and other Boards prepare the students for higher education abroad.

4. Each Board conducts examination for Xth and XIIth students every academic year.

5. Each student is evaluated as per the set norms and standards by each Board.

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

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

Students derive professionally relevant understandings and consolidate these into their professional acumen from wide range of curricular experiences provided during teacher education programme.

Theory to Practice There is an inter Disciplinary Course-2 (IC 2) namely Educational management in B.Ed Curriculum which includes topics like Functions of management such as Planning, Organizing, Directing, and Controlling. Leadership skills is also included in this course. Groups of student teachers are made for conducting internship smoothly. A group leader is appointed from them who takes the responsibility of arranging the lessons, completing of the lessons of their group and providing instructions to the team members. A group leader has learnt different leadership skills like decision making, grievance management and crisis management which help them to perform effectively. How well the group leaders can get through with their groups is learnt through this course on different leadership styles. The group leaders adopt a leadership style as per the allotted school context. There is a student council formed at the beginning of the academic year who are the

student representatives. They organise different curricular and co-curricular activities throughout the academic year under the guidance of concerned faculty member.

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

1.4 - Feedback System

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

Three of the above

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

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

206

2.1.1.1 - Number of students enrolled during the year

100

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

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

20

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

20

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

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

1

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

1

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

2.2 - Honoring Student Diversity

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

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 strictly adhering to the allocation provided by the government. Graduate and Post Graduate Students with 50% and with 45% in case of reserved category have to qualify CET for getting admission in B.Ed.The students are given admission in the college as per MKCL list on the basis of merit and option given by students.

Talent Search -Talent search programme is conducted to assess inherent skills of the students which provides platform to the students 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 provided academic support by sharing Handouts, Content notes and PPT related to the course content.This helps students to score good marks in the internal work as well as in the external exam. Academic activities such as Talks and Seminar presentations are also organised to provide enriched learning experiences to the students.

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

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

All of the above

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

14 . 14

2.2.4.1 - Number of mentors in the Institution

14

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

2.3 - Teaching- Learning Process

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

Multiple mode approach to teaching-learning is adopted by the teachers for different courses of B.Ed.programme. Latest technology and methodology is used to create conducive learning environment for students. College Infrastructural facilitates such as techno-savy lecture hall, class rooms and computer lab provide congenial atmosphere for learning in the institution

Faculty members adopted participatory learning methods like Co-operative learning methods, brainstorming, discussion etc., in order to cater to the learning needs of all the students. Online

and Offline references for all the courses were also provided for enhancing student learning. The students participated in discussions and seminar presentation based on theory courses.

Orientation of Internship , Lesson planning workshop , Teaching Aids workshop, Lesson guidance and demonstration of lessons, Unit test preparation, Analysis of Unit test result, etc., activities were also conducted for development of professional competencies among students. Guidance for Theme based lesson, Constructivism, Naitalim-Experiential learning and Co-teaching were also an integral part of multimedia approach. Revision lectures were also taken to revise the learnt content .Orientation about University Offline Exams were given to the students to help them in their learning. 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	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

14

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.sscoe.edu.in/E-Content.html
Any other relevant information	No File Uploaded

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

194

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	View File

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

The 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. The faculty members make every effort to solve the difficulties of student teachers, help them in dealing with students' diversity and provide them constructive feedback.

The nature of different activities in B.Ed help students to work in teams helping them to develop team spirit and cooperation. Practice teaching lessons, Community work, Internship, etc. are the activities which provide opportunity to the student teachers to work in teams. The rotation of student teachers among the faculty for various activities enables the faculty to know each and every student. Internship in different schools, Assignments, Project work and Co-scholastic activities as an essential part of B.Ed. programme provide opportunities to the student teachers to make themselves aware about recent developments in education and life. Arranging Seminars and talks on recent trends in education keep student teachers abreast about educational development and prepare them for future life.

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

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

Four of the above

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

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

- The institution provides opportunities to the student teachers to develop their thinking skills, abilities and competencies through a wide range of activities such as Expert Talks, Skit, Essay writing, Seminar presentation etc.,
- 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 student teachers to nurture creativity, intellectual and thinking skills.
- Micro teaching and Simulated teaching help the student teachers to nurture teaching skills and teaching techniques and competencies.
- Internship programme makes them aware of day-to-day teaching, learning situations and challenges which provide student teachers with the opportunity to enhance their life skills. Internship also helps student teachers to apply theory into practice.
- Lesson demonstration by alumni and staff helps them 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 develop various skills related to life.
- Participation of student teachers in co-curricular activities, Ability Based course and Audit course assignments help them to develop creativity and innovativeness.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning

Ten/All of the above

Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

All of the above

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

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

All of the above

**activities Performance tests Oral assessment
Rating Scales**

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

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

Four of the above

in preparatory arrangements
Executing/conducting the event

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

Internship programme is an essential practicum activity of B.Ed. programme which is systematically planned in B.Ed. Semester II , III and IV. Practice teaching schools are identified as per the strength, and medium of instruction. Faculty members approach selected schools and permission letters are sent to the selected schools. Faculty members inform school Principals about internship programme. Data of Students' method wise (Pedagogy of school subjects) is collected and Practice teaching lesson groups are made. Guidance for different activities and practice teaching

lessons is planned and executed in groups.

Teacher trainees are oriented about internship programme, Practice lessons, academic and administrative activities, observation book, lesson file and preparation of reflective journal by the lesson committee in charges. The teacher trainees are also explained about their role as a teacher in the school during the internship programme. Lesson demonstrations are also provided by senior students and alumni. Teacher trainees are provided guidance by their guide teacher about preparation of lesson plan. Practice lessons are observed and feedback for the same is given by Observer. The internship activities are supervised by the faculty members on rotation basis in different schools and teacher trainees are explained about the assessment procedures which will be adopted to evaluate their performance during internship in the school.

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

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

2.4.9.1 - Number of final year students during the academic year

98

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

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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

The internship of B.Ed. programme is 18 weeks and carried in Semester II, III and IV. 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. In order to ensure effective monitoring all the internship activities are done under the supervision of School Principal and School Teachers.

Teacher educators orient teacher trainees regarding lesson plans. Teacher educators guide and observe practice teaching lessons of teacher trainees and provide constructive feedback. Teacher trainees have to also engage students in classes along with practice teaching lessons.

Teacher trainees participate in school academic and non-academic activities. The teacher educator guides the teacher trainees about planning and organisation of activities as prescribed in the B.Ed. syllabus and as per the school curriculum. Activities planned are conducted by teacher trainees under the supervision of School principal, School teachers and Teacher educator.

Teacher trainees also give Coteaching lessons with school teachers. The school teachers also guide and support them in class management, use of various teaching and evaluation techniques. Some lessons of teacher trainees are also observed by their Peer teacher trainees. The feedback by the Peers also help in improving the teaching competencies among teacher trainees.

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

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

All of the above

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

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

Five of the above

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

2.5 - Teacher Profile and Quality**2.5.1 - Number of fulltime teachers against sanctioned posts during the year**

14

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

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

13

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

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

21

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

294

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

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

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

The institution strongly supports faculty members to keep themselves updated professionally. All the faculty members have completed orientation and refresher courses as per their eligible requirement. Five of the faculty members are Ph.D. research guides with University of Mumbai. All the teachers guide B.Ed. students for action research as a part of the curriculum for B.Ed. programme. Faculty of our college are part of several educational bodies and committees at the University level such as Curriculum drafting committee, Exam paper setting, Evaluators, Chairperson, Moderators etc. Our college is study centre for IGNOU and YCMOU. Our Faculty members are Academic counsellors for various IGNOU and YCMOU courses.

Faculty members participate in various seminars, workshops and conferences in order to keep themselves updated academically and professionally. Faculty members attended Online webinars, workshops and conferences during COVID - 19 Pandemic. Faculty members go for Faculty Development Programmes to keep themselves abreast of policies, modern trends and current developments in education. The knowledge gained is shared formally as well as informally with colleagues.

Academic enrichment committee of the college organises talks and seminars for teachers to enrich their knowledge in the field of education. Faculty members get their articles / papers published in various national and international journals on concepts related to education.

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation and University External Exam are two important evaluation processes of B.Ed Programme. Orientation

about Evaluation process is done in each semester. Every theory course of the B.Ed programme has Internal work and External university exam to be completed by a teacher trainee.

Internal work for theory courses involve assignments, class test and essay test. It is mandatory for the teacher trainees to submit internal work for all the theory courses of B.Ed programme. There are Project based activities in all the four semesters of B.Ed programme. These project based activities comprise of Community work, Co- curricular activities, 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 the assignments. University final exams are conducted for all theory courses in four semesters.

Revision Classes and Problem Solving lectures are conducted for the teacher trainees to update their subject knowledge. Feedback is provided after each activity to enable the teacher trainees 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.

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

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

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

Examination committee takes the responsibility to solve exam related grievances. 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. Assessment of internal work i.e., tests and assignments etc., are done by concerned teaching staff.

Student teachers are informed about filling up of University final exam forms and provided help while filling up of examination form. Time table of University exam for regular and ATKT student teachers is informed to student teachers as soon as it is received and even uploaded on the college website.

Queries related to University exams are informed to the University. 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 on the college website and also shared in the WhatsApp group. Student teachers facing issues in the University results can apply for revaluation within 15 working days in the college office. The college submits all the revaluation cases to the University. Institution informs the students the revaluation results

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

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

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

Student teachers are oriented about every task and assignment which is to be completed during each semester. Internal evaluation was done online during the pandemic situation. Class test and Essay test were conducted Online. Orientation about every activity under Ability and Audit course was done online semester wise and as mentioned in the academic calendar.

For each academic year, examination committee ensures effective

implementation of all activities related to the internal and external examinations and assessments. Academic performance Report of each exam is maintained by the exam committee of the college.

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

2.7 - Student Performance and Learning Outcomes

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

PLOs and CLOs are mentioned in the syllabus. Academic Calendar is prepared as per PLOs and CLOs. The student teachers are oriented about PLOs and CLOs in the beginning of the programme and before commencing of each semester. All the academic activities are planned as per the academic calendar. The time table of each semester reflects PLOs and CLOs in each semester. Orientation of each course in all the four semesters is done by the concerned teacher educators before teaching each course.

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 to acquire content knowledge of every theory course. Internship activities are scheduled as per the syllabus in B.Ed. semester II, III and IV and are conducted as per PLOs in order to develop professional skills among the student teachers.

Project based activities include Internship, Community work, Preparation of Reflective Journal, Ability course, Audit course. Orientation about Project based activities such as Internship, Community work, Preparation of Reflective Journal, Ability course, Audit course is done by respective committee members.

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

2.7.2 - Pass percentage of Students during the year

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

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

B.Ed programme is comprised of Four semesters. Program learning outcomes and Course learning outcomes are stated in the Student Handbook. Student teachers are oriented about Programme learning outcomes in the beginning of the programme and course learning outcomes are communicated to the student teachers before each semester. The college follows criteria for internal evaluation system and external exam prescribed by University of Mumbai. Assignments, Essay test and Class test of each course are related to the syllabus of the course which is mentioned in the syllabus along with course learning outcomes. Practice teaching, Internship activities and Community work activities are also mentioned in the syllabus which are based on programme learning outcomes. The faculty conducts evaluation of practicum aspect as per the programme learning outcomes and the progressive performance of the students is uploaded in university portal. The university conducts external examination and the result of the same along with internal marks is communicated to the student teachers after each semester in the form of Grade points which is in line with the PLOs and CLOs. The student teachers are guided as per programme outcomes and course outcomes after each semester on the basis of their result to ensure further improvement in their performance.

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

2.7.4 - Performance of outgoing students in internal assessment

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

40

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

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

At entry level of B.Ed. programme the student teachers are oriented about criteria for internal and external evaluation system prescribed by University of Mumbai. The faculty members explain syllabus along with internal evaluation scheme, its objectives and university external exam paper patterns to student teachers at the beginning. The college displays all the circulars regarding Internal and external examination on notice boards from time to time. Appropriate teaching - learning processes are carried out by making use of variety of learning experiences to the student teachers as per their learning needs. Student teachers are explained about the expected performance and assessment criteria for each and every course. The faculty provides guidelines and counselling to student teachers regarding evaluation whenever required. It is observed that Performance of student teachers in the Assignments, Essay test, Class test, Content test, Practice

teaching lessons, Community work, Action research, Co-curricular activities shows that the college activities cater to their learning needs. The performance of the student teachers improves in each semester which can be seen in the form of Grades from Grade 'O' to 'F' obtained by them in each semester. For example 40 Marks internal work is completed by every student teacher as prescribed in the syllabus.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.sscoc.edu.in/Feedback.html>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

Two of the above

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Two of the above

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

3.2 - Research Publications

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

32

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

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

1

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

3.3 - Outreach Activities

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

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

3

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

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

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

200

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

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

200

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

200

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

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

Seva Sadan's College of Education conducts various programmes to inculcate social value and to sensitize the student teachers' on various social issues. Cleanliness drive in college was conducted. Students cleaned the science equipments in laboratory, language lab, computer room and college campus. In Swami Shanti Prakash Ashram, they cleaned all the floors of the ashram, interacted with elders & distributed the sweets. As per new education policy preservation of cultural heritage and places is our responsibility. Our students cleaned the shiv Temple. These activities helped to develop co-operation, cleanliness, leadership and sense of responsibility. Students visited Madhusudhan Ashram

they cleaned there. Our Students visited Pragati Andh Vidhyalay Badlapur .The students had tour of the school and explored the new technology used to teach the blind students. Blind students showed their talents like playing various musical instruments, song, dance etc. student developed values like empathy, responsibility towards society & positive outlook towards special children. students visited Kasgaon Wadi, Badlapur. where distributed stationery and door to door rice and dal packets. They learnt about the social responsibility, team work, and communication skills. The donation initiative undertaken by the college students was a noble effort to help the poor in the village.

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

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

1

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

3.4 - Collaboration and Linkages

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

Nil

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

0

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

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

1

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

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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Institution has adequate facilities for Teaching-Learning viz Classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports etc

Seva Sadan's College of Education is situated in Ulhasnagar, Thane District. It was established in 1966.

The College has adequate physical infrastructure as per the NCTE norms:

The College is built on 5312.75 Sq.m and a built up area 3530.89 Sq.meters. The college has 5 fully airconditioned Classrooms. Classrooms are well ventilated, naturally illuminated and Techno-savvy with inbuilt multimedia projector, interactive panel and public address system, suitable for lectures and tutorials..

The institution has three laboratories viz Science laboratory, Psychology Laboratory and Language laboratory. The Science laboratory consists of different scientific apparatus, equipments, charts and models which are useful for practice teaching lessons.. The Psychology Laboratory has different tests, batteries and apparatus which are required for psychological testing. The Institution has a language Laboratory with 24 desk tops. It has 54 computers in the premises.

Institution has an open sport field for outdoor sports. Institution has equipments for indoor games and outdoor games like Carrom, Chess, Balls, and Cricket Set which are used by students.

Utilities such as drinking water, fire extinguisher, rest rooms are available in the college.

College has power generators. College generates 5kv solar energy.

College has dedicated maintenance cell which looks after upkeep of the college. Physical infrastructure is maintained by Management.

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

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

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

6

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

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

0.70

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

4.2.1 Library Automation

Seva Sadan's College of Education, Ulhasnagar

Our college library is automated with SOUL (Software for University Libraries) software which is state of the art Integrated Library Management Software designed and developed by UGC's - INFLIBNET. It is to streamline the use of resources and to provide efficient services to the users. It is user friendly and works in client - server based architecture. This is following international standards MARC 21 and compliances in bibliographic formats and circulation protocols. It supports in Data exchange and digital library requirements also. It has the following modules for various functions are as under,

Acquisition

Catalogue

Circulation

Serial Control

OPAC and

Administration

Our library is automated by using the SOUL 3.0 software and our Barcode enabled circulation services are in use more effectively.

Now through the RUSA Infrastructure Grants our library is sanctioned for RFID based automation and subscriptions of databases.

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

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

4.2.2 Remote access to library resources

Remote Access in simple language is the ability to access a computer/server remotely through a network connection. The LAN and user login credentials are playing vital role in remote access of subscribed e-resources anywhere, anytime and any device by 24/7. It is to help in seamless access of electronic resources under NLIST consortium from outside the campus. Moreover it is fulfilling the fourth law of S.R. Ranganathan "Save the time of the user" and accesses the desired resources through proxy server but having few limitations because all the shelves are not accessible by the authorized users. It helps in increasing the usage of subscribed e-resources. The collection of the library is available online through the webOPAC (Online Public Access Catalogue) facility of the SOUL software. The Library's Online Public Access Catalogue (OPAC) can be accessed in Internet and Intranet to search all the bibliographic records available in the Library database. The OPAC can be searched by author, title, subject, keywords, publisher, and class number. etc. The OPAC also provides information about new arrivals of journals/book, Issued books, On Shelf books etc. in the library.

<https://www.sscoe.edu.in/Library.htm>

Web OPAC link of us is <http://192.168.0.196/webOPAC/>

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

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

All of the above

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

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

46922

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

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

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

211

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

Two of the above

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

4.3 - ICT Infrastructure

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

Institution updates its ICT facilities including Wi-Fi.

The ICT facilities are available for the staff and student teachers. Institution has seminar hall with ICT facilities. Computer and language laboratory also has an ICT facility. 'Clarity' Software is installed for English language. Institution

has 5 classrooms with Wi-Fi LAN. Institution installed the Wifi of the TP link company. The WiFi facility with high speed is available for 24 hours in the institution. Institution updates ICT lab facilities for staff and students. Student uses language laboratory for learning and improving language skills. They use computers to develop learning material (PPT). The institution is using 'edustem' software for conducting online examination. The institution has annual maintenance contracts for entire IT facilities. Similarly the technician visits the institution as per requirement of the institution. New software for admissions, payment of fees and other purposes are installed. Administrative staff are trained to handle new software and for online procedures.

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

4.3.2 - Student – Computer ratio during the academic year

1 : 6

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://www.slideshare.net/HeenaWadhvani3/cc-4-assessment-for-learning-unit-5pptx https://www.slideshare.net/HeenaWadhvani2/core-course-5-liberalization-privatization-globalization
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

2.07875

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

Systems and procedures for maintaining and utilizing physical, academic and support facilities

A building of Seva Sadan's College of Education, Ulhasnagar includes classrooms, library and laboratories. The building is painted on a regular basis. Pest control is done on a regular basis. An appointed electrician looks after the electronic facilities. The Computer Laboratory staff also contributes in the maintenance of computers. The Institution has well equipped classrooms for different mediums of instructions. We have cubicles for each method. Classrooms are fully ventilated. It has physical facilities like fans, tube lights, AC, projector and PC, also it has a mike system. The entry register has been maintained for the language lab and computer laboratory for students. The institution has a Science and Psychology Laboratory. The Science Laboratory has models and apparatus. List of apparatus is maintained. The entry register is maintained for students. The Psychology laboratory has many types of tests, inventories, and batteries. The list of these items is kept in the laboratory for reference. Library has a support staff appointed for maintaining the books. Library has ample space for readers. It is well equipped with tables, chairs and computers, AC machines. It has Text books, e books and journals. Students can issue the books on their library card. Laboratory and library are cleaned on a daily basis.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.sscoc.edu.in/Infrastructure.html
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support**

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Four of the above
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File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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

B. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	View File

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

Four of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
36	106

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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

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

29

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

9

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

Every year Gymkhana and Cultural committee conducts student council election for smooth functioning of all events throughout the academic year. Student council plays a dynamic role in academic and co-curricular activities which are carried throughout the academic year. It is important that student teachers are given the opportunity to express their views on issues of concern to them in the college. They inform students' problems to staff members. The student council along with other student teachers did a lot of hard work during pandemic.

Student council takes major initiative in planning various programmes and takes active efforts in organising different curricular and co-curricular activities in the college.

Variety of programmes were arranged and initiated by the student

council during the academic year 2022-2023. Different programmes such as Celebration of national days, Celebration of Festivals, Cultural programmes , etc.were arranged by the student council.

Student council takes active participation in arranging academic enrichment programmes as well as programmes organised by different committee members.

Council members have leading role for sports and cultural events from planning till execution.

Student council members brief students regarding different inter-collegiate competitionsand prepares groups for cultural programmes, draft the entries and send registration forms to concerned colleges.

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

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

40

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

5.4 - Alumni Engagement

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

The Alumni are truly a strong support to the institution. Alumni Association of Seva Sadan's College of Education, Ulhasnagar was registered on 29 th December 2010. Alumni association registration number is MH/3194/10/Thane. Seva Sadan's College of Education, Ulhasnagar has formed the alumni association. It has signed the memorandum for the purpose of the society under the Societies Registration Act 1860. Every year after results student teachers become alumni of the college by filling the registration form. The registration fee of the alumni association is Rs.25/-.

Keeping a definite aim, alumni focus on student teachers' overall development by organising speeches on "No honking awareness drive", 12 ways of earning online etc. This interaction facilitates the functioning of our college by enhancing the participation of Alumni in various activities and maximizing the interaction of Alumni with budding teachers.

Considering current teachers future - alumni organised programme on orientation of Central Teacher Eligibility Test.

Following were the activities which were carried by alumni association.-

- Demonstration of Micro teaching Skills and Simulated teaching lessons
- Demonstration of Bridge lesson and macro lessons
- No honking awareness drive by Sarita Khanchandani
- Orientation on CTET/TET examination by Padma NAik.
- Talk on 12 ways of earning online held by Reena Chandnani
- By arranging Campus interviews.

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

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

02

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

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

The college has an active Alumni Association. Alumni act as a strong support system to the Institution. Every Year alumni share information and experiences on whats app group and telegram group about placement as well as posts regarding admission procedure for further education. The Alumni are truly a strong support to the institution. Alumni of college organises variety of programmes in regular functioning of the institution. Alumni take active participation in organising curricular as well as co curricular programmes. College also utilizes the potential of alumni students by maintaining cordial relations.

Alumni communicate about job opportunities available in school and help in getting placement for the students by arranging interviews.

The college assigns the alumni -lead positions in different programs as resource persons for the events. Talks and experiences shared by alumni acts as a source of motivation for current batch student teachers.

Alumni are invited as resource persons and guest speakers, for demonstrations of micro lessons, simulated lessons as well as different macro lessons.

Alumni meet and interact for planning of various programmes in the institution..Alumni students take lots of efforts in organising webinar on the theme- Orientation of NET/SET/TET/CTET examination keeping a definite aim..Alumni actively involve in Cultural programmes.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision and mission of the college is reflected in the effective leadership and participatory approach of the institution.

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 and values in the student-teachers to meet the challenges in the society and therein the educational system.

The management provides all the necessary support for smooth administration of the college thereby promoting an atmosphere conducive for learning. The College Development Committee and IQAC takes active lead in planning, monitoring and evaluating the various academic and administrative process. Staff meetings are conducted on regular basis to plan and conduct activities. All the

student-teachers are encouraged to participate in all the activities organized in the college. The effective leadership and participation of staff and student - teachers help in achieving the vision and the mission of the institution.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

College 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.

College practices decentralization and participative management. The administration follows decentralized system of governance. The Principal along with the College Development Committee and IQAC, takes decisions to achieve the set goals.. 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 and they are allowed to make necessary 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.

Few of the committees listed as below :-

- Admission Committee,
- Lesson Committee,
- Women development cell,
- Alumni Association,

- Gymkhana and Cultural Committee,
- Academic Enrichment Committee ,
- Examination Committee.

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

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

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

Administrative Aspect - The management takes a keen interest in the administration of the college. The I/C Principal updates the management about the activities of the college. The I/C 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.

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. 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 for the institution

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

The institutional Strategic plan is effectively deployed

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

Teacher-educators to upgrade their skills participate in seminars, workshop and conferences. In all the courses, various 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. Time table on academic and other activities was prepared and displayed on the notice board as well as sent on whatsapp student group.

Internship is an important activity of teacher education. The student-teachers were oriented the meaning of internship, duration of internship in each semester, the number of lessons to be presented and the activities to be conducted during the internship. A workshop on the preparation of lesson plan different teaching aid etc was organized. Demonstration of lessons was presented.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup,

appointment and service rules, procedures, etc

The management plays a key role in administration of the college ensuring smooth functioning of the college.

The Principal works in collaboration with the Management and seeks their guidance in the activities of the college.

College Development Committee and the IQAC ensure 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 and implements it

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	Documents
Link to organogram on the institutional website	https://www.sscoe.edu.in/upload/content/1679913114_Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

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

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

For the smooth conduction of various curricular and co-curricular activities, various committees are formed. The academic enrichment committee aims to enrich the knowledge base of the students -teachers and the faculty.

The National Education Policy-2020 aims to provide holistic development of the students community right from the foundational level to higher education. The policy aims to address the growing development imperatives of our country. The success of any policy depends on its successful implementation and is possible only when there is awareness regarding the policy.

Understanding the importance of NEP-2020, the academic enrichment committee adopted a two way approach to create awareness among its student -teacher community and the faculty.

The committee invited resource persons from the field of education to enlighten the student-teacher community regarding the objectives of NEP-2020, its structure and how it is implemented at the school level.

Faculty members were deputed to various conferences and workshop to get first-hand information about NEP-2020. The committee organized an in house session for the faculty, wherein the participant faculty members disseminated the information, the presentation was followed by discussion on the benefits and the challenges of the policy thus enriching and widen the horizon on NEP 2020.

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

6.3 - Faculty Empowerment Strategies

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

Effective implementation of welfare measures for teaching and non-teaching staff

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 follows the guidelines of the University.

Faculty is encouraged to attend workshops, seminars and present papers.

Duty leave is granted and adjustments are made in the timetable for the staff to attend 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.

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

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

1

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

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

12

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

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

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. 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 non-teaching staff are assessed through self appraisal form. The area covered includes responsibilities assigned, training programmes attended, the special duties assigned.

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

6.4 - Financial Management and Resource Mobilization

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

The Institution conducts Internal 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.

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 conducts 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..

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

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

6.5 - Internal Quality Assurance System

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies

The IQAC was formed 1st June, 2005 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

The IQAC cell of the institution was established on 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.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

The institution reviews its teaching-learning process periodically through IQAC

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 IQAC follows a systematic work plan.

At the beginning of the academic year IQAC in consultation with the faculty members 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. 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. IQAC analysis the result of the teacher-trainee and provides suggestion to enhance the examination performances of the students.

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

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting

quality culture during the year

64

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.sscoc.edu.in/upload/content/1679661504_IQAC%202022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.sscoc.edu.in/AOARS.html
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

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.

Ek Muthi Yojana and EK Fruit Yojana are the two outreach programme started by the college. In Ek Muthi Yojana the student -teachers contributed rice and pulses. These items were distributed in poor hamlets around Kalyan, Badlapur, Karjat , In Ek Fruit Yojana the student - teacher visit special schools. Interaction with special school teachers help the student -teachers to understand the difference in the training programme how the teachers in these schools teach. . During these visit the teacher-trainees distribute fruits to the children.

For second and subsequent cycles: 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.

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.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The Institution has adopted streamliningways of energy conservation, use of alternative sources of energy for meeting its power requirements.

The Institution strives for developing positive attitude towards the consumption and conservation of energy. It focuses on creating awarenss and efficient use of energy..The institution adopts various ways and means for eliminating wastage of energy as given below :

WAYS OF ENERGY CONSERVATION :

Electricity Consumption and conservation: The college building has large airy classrooms, with maximum utilization of natural light and cross ventilation. There is a conscious watch by the authorities and students towards saving the energy.

- The alternate sources of energy was done bythe installation of the solar energy panels, replacing the non LED bulbs and tube lights with the LED
- Teachers, students and non-teaching staff regularly ensure that lights and fans are switched off when not needed.
- The college is generating own electricity with Solar Panels

installed on terrace.

- The teachers and support system as well as students are informed to shut down the computer down when not in use.
- Regular maintenance of electrical equipments is done to minimize unnecessary usage of electricity.
- A non teaching staff has been assigned the duty of maintaining the electric equipments . Repairs are carried out and replacements are made whenever required.
- The students residing near by are encourage to use one vehicle

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

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

Institutions procedure for implementation of Waste Management

Our college believes in preserving and protecting the environment to maintain sustainability. College encourages environment friendly waste management practices which are as follows:

Solid waste management:

- Students and staff are made aware of proper waste management practices through lectures, displaying slogan boards in the campus to reduce waste at the college.
- Segregation of dry and wet waste on a daily basis by separate dustbins for different types of wastes.
- Decrease in the use of paper:
- E-submission of practice assignment and answers has been adopted., teachers encourage the use of Google docs.
- The examination committee encourages Paper less question paper submission. 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 .

E-waste management : Non functional computers and peripherals are repaired and reused. The E-waste collected is stored in the store

room and disposed of every year accordingly. Old monitors and CPUs are repaired by our technician and reused.

Liquid Waste management: Liquid waste from the points of generation like the water tanks and toilet etc is let out as effluent into a proper drainage facility and to avoid stagnation.

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

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

Institutions efforts towards maintenance of cleanliness, sanitation, green cover and providing pollution free healthy environment.

Cleanliness and sanitation are the priority of the institution. On a regular basis the college keeps the campus clean and maintains greenery by planting different plants. Tree plantation enables to beautify and enhance the green cover of the college. Weeding of unwanted grass is done on regular basis in the college campus. The college conducts various activities like swachata abhiyan, arranging workshop on preparation of paper bags, organising skits, talk on importance of cleanliness, tree plantation and awareness campaigns, etc..

Cleaning of the campus and maintaining green cover as a part of community work was carried out during the academic year. This helps in maintaining cleanliness, sanitation, green cover and providing a pollution free healthy environment. The students also create awareness in practice teaching schools about zero use of plastic which can be recycled and reused

Different sessions, different co-curricular activities, assemblies and programs were organised in the internship schools and in the college for promoting preservation and beautification of the local environment.

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

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

Three of the above

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

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

0.06

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

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

Institutions efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices.

The institution caters to the need of different practice teaching schools in different forms like providing counselling to the school students, problem solving session for school students related to Maths, Science and English subject. During internship teacher trainees arrange various activities in schools like exhibitions, competitions, tree plantation, helping school staff in organising various events. The college carries out different activities to address local advantaged and disadvantaged groups

viz. Community work, EK FRUIT YOJANA and EK MUTHI YOJANA.

Ek Muthi Yojana activity was conducted in ,Badlapur, where by some of the faculty members and student council members distributed food grains ,cereals to the villagers.

Different sessions were organised for value based activities like water management..Different co-curricular activities, school assemblies and programs were organised in the internship schools and in the college for promoting preservation and beautification of the local environment. The activity of Best out of Waste was also conducted.

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

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

B. Any 3 of the above

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

7.2 - Best Practices

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

Institutional Best Practices

Environmental Initiatives

1) *Visit to Nature Park (Devrai Forest)

2) *Talk on "No Honking"

1) *Visit to Nature Park (Devrai Forest)

Goal :

- To provide an opportunity for creating awareness regarding environmental problems and sensitizing teacher trainees towards environmental protection

Process:

- Visit to Pathare Nursery and Devrai Forest were organized.
- Students are grouped with respective in-charges.
- A talk on No Honking was conducted by Sarita Khanchandani by Hirali Foundation

Impact :

- Develops awareness and sensitivity towards environment.
- Acquiring knowledge about Eco system
- Understanding the concept of noise pollution & importance of conservation and protection of environment

Remarks : It helps in inculcation of values like sensitivity, scientific temper, environmental protection and environmental sustainability.

Social Commitment : Ek Muthi Yojana

Goal :

- To develop social consciousness and commitment among the teacher trainees.

Process:

- Ek Muthi or more quantity of grains/pulses/cereals/milletts is contributed by every student and staff for certain period of time.
- On special occasion or day the collected grains is distributed in the identified village

Impact :

- Develops social values and sense of responsibility and commitment towards the society

Remarks : Through this activity teacher trainees and faculty get a chance to visit remote rural areas and witness the living conditions of the unreached group of the society.

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

7.3 - Institutional Distinctiveness

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

Institutions area of distinctiveness related to its vision, priority and thrust.

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

The institution believes in preparing the student teachers by equipping them with skills to be effective professionals and conducts a wide range of academic and non-academic activities.


Yoga classes, Value based lessons, Theme based lessons helps to develop certain values like cooperation, patriotism ,brotherhood ,tolerance . Celebration of festivals and special days , national days , community work, Nail Talim activities fosters values that will enable to prepare strong foundation of student teachers.

College provides multifarious opportunities to the student teachers to develop their technological skills through ICT based activities, technology integrated course activities, use of e-resources, and online tools etc. and integrate these in practice teaching.

Various institutions are invited for conducting Campus Interviews and maximum students are recruited .

The faculty is motivated to undertake minor and major research projects and present research papers at National and International seminars and publish them in books and renowned journals.

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


I/C Principal
 Seva Sadan's College of Education
 Ulhasnagar - 421 003. (Thane)