YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	**RAYAT SHIKSHAN SANSTHAS SWAMI SAHAJANAND BHARATI COLLEGE OF EDUCATION, SHRIRAMPUR DIST- AHMEDNAGAR**

- Name of the Head of the institution   **Dr. MUKUND SAHEBRAO PONDHE**

- Designation   **PRINCIPAL**

- Does the institution function from its own campus?   **Yes**

- Alternate phone No.   **02422222487**

- Mobile No: **9850526235**

- Registered e-mail ID (Principal)   **ssbcollege@yahoo.com**

- Alternate Email ID   **mspondhe11@gmail.com**

- Address   **Rayat Sankul Ward No. 1 Shrirampur Dist. Ahmednagar**

- City/Town   **SHRIRAMPUR**

- State/UT   **MAHARASHTRA**

- Pin Code   **413709**

2.Institutional status

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

- Type of Institution   **Co-education**

- Location **Rural**

- Financial Status **Grants-in aid**

- Name of the Affiliating University **SAVITRIBAI PHULE PUNE UNIVERSITY, PUNE**

- Name of the IQAC Co-ordinator/Director **Mr. VIJAY SANTU PATOLE**

- Phone No. **02422222487**

- Alternate phone No.(IQAC) **9850195989**

- Mobile (IQAC) **9975295989**

- IQAC e-mail address **vijay.patole9@gmail.com**

- Alternate e-mail address (IQAC) **ssbcollege@yahoo.com**

3.Website address

https://ssbcollege.com/

- Web-link of the AQAR: (Previous Academic Year)

https://ssbcollege.com/iqac/#1628663259094-6b3b3d03-d10d

4.Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

https://ssbcollege.com/academic-calendar/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**85.10**	**2004**	**16/02/2004**	**15/02/2009**

6.Date of Establishment of IQAC

11/07/2000

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

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

8.Whether composition of IQAC as per latest NAAC guidelines   `Nil`

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

9.No. of IQAC meetings held during the year   `14`

- 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)

`Updated ICT Resource Centre and Established Language Laboratory Software.`

`Official Registration of Alumni`

`Uploaded pending AQARs of Academic years 2016-17 to 2019-20`

`Scheduling of Internship programme for B.Ed II year student-teachers`

`Getting NOC from DHE Govt. of Maharashtra state and Prepared documentation for Physical verification of the college for the year 2022-2023`

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
Planning to start offline college	After Covid-19 Pandemic situation Offline college has been started from 14th October 2021 as per the circular of Mother institute Rayat Shikshan Sanstha Satara on 13th October 2021
Preparation of Academic and Administrative Audit 2021-22 of Higher Education of Rayat Shikshan Sanstha Satara	College has prepared all Criteria wise documentation with evidences and submitted to committee on 10th August 2022
To schedule Internship Programme	College has scheduled and effectively organised 4 months Internship programme for B.Ed II year student-teachers in various practising schools from 22nd November 2021 to 23rd March 2022
To organise TET, TAIT workshop	The college has conducted TET workshop from 18th October 2021 to 28th October 2021

13.Whether the AQAR was placed before statutory body?   Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	Nil

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	RAYAT SHIKSHAN SANSTHAS SWAMI SAHAJANAND BHARATI COLLEGE OF EDUCATION, SHRIRAMPUR DIST- AHMEDNAGAR
• Name of the Head of the institution	Dr. MUKUND SAHEBRAO PONDHE
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02422222487
• Mobile No:	9850526235
• Registered e-mail ID (Principal)	ssbcollege@yahoo.com
• Alternate Email ID	mspondhe11@gmail.com
• Address	Rayat Sankul Ward No. 1 Shrirampur Dist. Ahmednagar
• City/Town	SHRIRAMPUR
• State/UT	MAHARASHTRA
• Pin Code	413709
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural
• Financial Status	Grants-in aid

• Name of the Affiliating University	**SAVITRIBAI PHULE PUNE UNIVERSITY, PUNE**
• Name of the IQAC Co-ordinator/Director	**Mr. VIJAY SANTU PATOLE**
• Phone No.	**02422222487**
• Alternate phone No.(IQAC)	**9850195989**
• Mobile (IQAC)	**9975295989**
• IQAC e-mail address	**vijay.patole9@gmail.com**
• Alternate e-mail address (IQAC)	**ssbcollege@yahoo.com**
3.Website address	https://ssbcollege.com/
• Web-link of the AQAR: (Previous Academic Year)	https://ssbcollege.com/iqac/#1628663259094-6b3b3d03-d10d
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://ssbcollege.com/academic-calendar/

5.Accreditation Details

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Cycle 1	**A**	**85.10**	**2004**	**16/02/2004**	**15/02/2009**

6.Date of Establishment of IQAC	**11/07/2000**

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

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

8.Whether composition of IQAC as per latest NAAC guidelines	**Nil**
• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	**14**	
• 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)

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13.Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	23/12/2022

15.Multidisciplinary / interdisciplinary

College is stand alone in nature and no any other guidelines are issued by the affiliated university i.e. Savitribai Phule Pune University, Pune. At present college is following the rules and

regulations laid by Government of Maharashtra.

Report of The Task Force for Implementation of NEP 2020 in Maharashtra (October 2020 to June 2021.)

Government of Maharashtra has set up a Task force to study the National Education Policy -NEP 2020 and made suitable recommendations for its implementation in the state of Maharashtra. Task force was chaired by Dr. R.A. Mashelkar and 18 Experts from various fields. This NEP presents everyone a once in a lifetime opportunity to Rethink, Reimagine, and Reinvent Higher Education in Maharashtra.

the following 1.8 paragraph of Task force for Implementation of NEP 2020 deals about,

1.8 Moving to Multidisciplinary Education at all HEIs:

A State Level Blueprint or Roadmap involving all the various Universities including Private, Deemed and Central HEIs in the State of Maharashtra will be important in making sure that all HEIs are able to serve students and become flexible enough to transition those through to the Multidisciplinary Research oriented learning ecosystem. A Multi Institution Committee including VCs of all HEIs in Maharashtra should be constituted to develop such a Roadmap to 2035. Key challenges are in the realm of actually planning as to which disciplines need to be added to existing HEIs as per local needs and alignments with their industry linkages. A detailed count and assessment of the demand and supply situation relating to various disciplines in terms of seats and interest of students as well as talent seeking sectors is crucial. This will inform all about the right mix needed

16.Academic bank of credits (ABC):

College has received letter(Ref. Exam./2022/205 dated on 15th October 2022) from Director, Board of Examination and Evalution, Savitribai Phule Pune University Pune regarding implementation of Academic Bank of Credits (ABC).

As UGC,New Delhi has issued instructions to the university for the implementation of Academic Bank of Credits, College has instructed all student-teachers to create ABC accounts and student-teachers from our college has created such accounts.

student-teachers have followed following procedure of creating ABC account.

visit on www.abc.gov.in

click on my account: student

sign up for Meri Pehchan

by following above steps student-teachers have created their accounts

17.Skill development:
Our college is Teacher Training College, as per NCTE norms and regulations Curriculum of this B.Ed. course is skill based. All student-teachers are expected to learn relevant skills through the training for two years. At college level student-teachers are encouraged to get mastery over 'Spoken English and Personality Development' through arranging such courses regularly. Student-teachers are also provided various online platforms for enriching various skills of ICT. College organises various programmes such as Earn and Learn scheme, National Service Scheme, for inculcation of values like dignity of labour, National integration, Scientific temper, Protection of Environment, modesty, sensitivity and other values among them. Lecture series for Girls' students' personality development programme is conducted in the college for equality of sexes. Curricular and extracurricular activities are organised to strengthen the various skills like communication skills, life skills, value education, etc. among the students.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
College also integrates Indian Knowledge system through effective execution of the prescribed B.Ed. curriculum by the Savitribai Phule Pune University Pune as well as by apex body i.e. NCTE. College also organises various activities in the college for Integration of Indian Knowledge System through various curricular related seminar presentation, competitions etc. In B.Ed curriculum course like Contemporary Indian Education, Gender and Society also reflects the Indian Traditional knowledge. Even through the courses like Reading and Reflecting on Texts, Understanding of Self, Drama and Art in Education etc. also enriches the Indian Culture and Traditions. Even Teacher educators follow Marathi, Hindi, English languages for delivering

content in the classrooms.

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

College introduces the Course learning objectives and course learning outcomes, Programme Learning Objectives and Programme Learning outcomes at the beginning of the academic year through student induction programme as well as these are already displayed on the pages of college website.

20.Distance education/online education:

College has conducted offline lectures after Covid -19 in academic year 2021-22. During the course time few online lectures have been conducted by using various online platforms. Teacher-Educators have developed E-Content of the B.Ed courses and made available on college website. The college library has created knowledge bank tab. from where student-teachers and learners can easily access the links of respective online material in the form of videos....etc.

Extended Profile

2.Student

2.1 Number of students on roll during the year	**81**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**50**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:		07

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year		31

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year		81

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		864807.00
4.2 Total number of computers on campus for academic purposes		25

5.Teacher

5.1 Number of full-time teachers during the year:		8

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:		17

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

.Every year IQAC plans and prepares Academic Calendar of the college keeping in mind the calendar of the university. It is published in the college Information Hand Book and displayed on the website.The curriculum is reviewed with the aim of holistic development of students and enhanced employability.Our college being affiliated to Savitribai Phule Pune University, Pune ; strictly follows the curriculum prescribed by the above said University. Although, we do not have autonomy in setting up the curriculum; but the curriculum being taught is constantly under surveillance as suggestions and comments are invited every year from the stakeholders. Before the commencement of the new academic session,planning to review the curriculum is done with the help of Curriculum Development Cell and the committee. Senior and experienced faculty members are members of this cell and take proactive steps to enrich the curriculum by meticulously figuring out loop holes in it, if any. The Principal of the institution and Members of the cell, further; form the committees for different classes for reviewing the curriculum. Coordinators and subject teachers are part of curriculum committeeand the meetings are conducted periodically. It is done to review the curriculum for gap analysis.

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

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

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

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	ssbcollege.com/wp-content/uploads/2021/08/Pr ogramme-Outcomes-First-Year.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	No File Uploaded

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

06

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

06

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

81

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

81

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	View File

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	Three of the above

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

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

31

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

31

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

1.3 - Curriculum Enrichment

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

Students (new entrants) are given a coherent understanding of Teacher Education programme (B.Ed) running in the institution through induction programme. During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. New Students are made aware of Programme and Course Learning Outcomes. Visits to library are made mandatory . Students are also made aware of culture, rules and regulations of the institution. students acquire the knowledge and the skills for different levels of school education through innovative techniques and hands- on experience theoughinternship, field engagement, field trips, laboratory work, etc. Faculty of the college uses different strategies and techniques like demonstrations, seminars, brainstorming, group discussions, PowerPoint.Once the theory is taught, the full focus is on the skill/competency development of the students through EPCs. Besides theoretical knowledge and teaching competencies, students are given opportunities to acquire skills and competencies related to different aspects of personality so that they can navigate the environment. Peer guidance and peer-tutoring helps the students to work in collaboration. the college facilitates the development of emotional intelligence, critical thinking, negotiation and communication skills.

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

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

The students are acquainted with the school system during the induction session conducted before the commencement of internship program. They are asked to closely observe Government ,Private Secondary schools in rural and urban areas. Furthermore, students

study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members. They observe and perceive the presence of functional differences among schools.. During internship programme, students are also made familiar with the assessment system prevailing in the school. Evaluation policy of government and private schools in different areas with respect to different boards is also observed.The observation and practice of these norms and standards lead the students to understand the diversity in school Education systemthe diverse needs of students and to ensure maximum learning . Some variations in admission procedure, curriculum transaction, assessment system are there in terms of State Board comparison. With the advancements in technology, we do have Off-Shore International Schools in our region also. We make sure that our students visit such schools during field engagement and internship to know about the functioning, curriculum transaction, assessment system, norms and standards and other pedagogical strategies used in the teaching-learning process

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

The institution ensures imparting knowledge equips with necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill practicing at micro and macro level. Initially students are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, students are provided platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum.. During internship programme, Students consolidate the relevant understanding of different subjects for eliciting maximum learning

outcomes of students of allotted school.The students not just teach in schools but they become a part of the total system by participating in different co-curricular activities like morning assemblies, celebration of important days, school functions etc. Interns not only consolidate curricular experiences but also co-curricular experiences. Beside above mentioned curricular and co-curricular activities, students also apply the knowledge in maintaining result records, attendance register, admission register, stock register etc. They construct and administer the achievement test in their respective pedagogy subject Theweak students can cope up with other students in studies. Thus, teaching practice is a skill improvement as well skill development process with hands- on experience and teaching as a profession

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	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, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

20

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

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

28

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

28

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

00

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

00

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

2.2 - Honoring Student Diversity

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

The students who take admission to this institution invariably belong to diverse economic and social strata of society. Their admission is based on academic merit and observation of relevant reservation policies of the government. During the time of

admission, Principal interacts with the parents and the students to assess their needs and aspirations. Students are also counseled at the time of admission. They are familiarized with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution. The institution organizes orientation program for the students at the commencement of the new batch every year and it takes every possible measure to understand the needs and requirements of the students before the commencement of the program. Teachers, before beginning their courses, informally get the pulse of the students in the class, their knowledge about the course and their comfort level with various teaching methodologies. The entire teaching faculty is sensitive towards the diverse learners. Slow and advanced learners are identified and special measures are taken to enhance their abilities. Special care is taken by the faculty in monitoring the performance of slow learners.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Documents showing the performance of students at the entry level	[View File](#)
Any other relevant information	No File Uploaded

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:14

2.2.4.1 - Number of mentors in the Institution

06

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

2.3 - Teaching- Learning Process

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

Our college provides a variety of learning experiences:

• Experiential learning-The professors make the students do various demonstrations in their field by going to the respective field. Students study through hands-on experience in entrepreneurship development, publisher interview, social service etc.

• Participative learning-Student groups teach. All the students in the class study together, discuss, communicate, and have seminars. In Dramatization, street plays, National Service Scheme, Samarth Bharat Abhiyan, cultural programs, the students themselves study by participating along with others. But the guide is with them.

• Online mode-Through the Google Meet link, the What's app Instructor, the teacher instructor takes the online teaching of the students by providing the link from time to time. The students also participate and study through the online mode.

B.Ed. students participate in group discussions, mock interviews; students are involved in interactive learning, problem-solving exercises, group discussions, seminars, paper presentations, quiz competitions, workshops, role-play, etc.

The learning experience is upgraded by extensive use of ICT tools- PPTS, LCD,interactive boards by teachers, especially consequent to the social problems and evaluated through mock tests, quiz, and online testing.

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

07

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://sites.google.com/view/ssbcollegeknowledgebank
Any other relevant information	View File

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

73

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	View File

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://sites.google.com/view/ssbcollegeknowledgebank
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

A mentoring system is well in place in our college where each teacher constantly mentors students academic, professional and personal fronts. Many students who needed assistance in personal/academic/professional matters have been mentored appropriately, thereby enabling them to handle their situations better and come out of difficult situations gracefully. MentoringCatering To Student Diversity Our college offers various opportunities to welcome diversity in mentor-mentee relationship. The faculty members identify, reflect and engage with diverse learners in order to maintain an effective mentoring relationship. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, gaps, if any, are identified by the teachers which removed by the Bridge courses that are designed for newly admitted students in order to fill the gap between subjects studied in previous classes and subjects that they would be studying in new courses.Working in teams Working in teams has always been an integral part of our institution. Teachers provide guidance and full support to their students and establish a strong bond which is required for a health relationship amongst team members. The students develop new ideas to design a wide variety of working models, charts and teaching aids.

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

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

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

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

Our Teacher Educator College has implementations of various activities creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc

1. Creativity-

Volunteer to study the various sheets under each subject activity in your mind. Students make posters on the subject and present it in front of students.

1. Innovativeness-

Students participate in activities on various subjects, such as celebrating different days like Geography Day and also presenting various materials.

1. Intellectual and thinking skills-

Students develop their sports skills through various games. They play games like chess.

1. Empathy-

Students participate in blood donation camps, social services, co-curricular activities, tree planting. Adult education, health education.

1. Life skills-

Students learn life skills from the various subjects they take. Various project take action. They give various examples, life experiences considering their experience.

Our College has arranged creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

It is a combined process where a teacher assesses understanding needs, establishes particular learning objectives, formulates teaching and memorizing strategies, enforces a plan of work, and assesses the outcomes of the instruction.

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	Seven/Eight of the above

Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

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

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

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	**No File Uploaded**

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 activities Performance tests Oral assessment Rating Scales	Four of the above

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	All of the above

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	

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity	**All of the above**

Preparation of term paper Identifying and using the different sources for study

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

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

The selection of the schools for Internship programme has been done on the basis of student's choice, allotted teaching methodsand distance from the institute as well as homes of the learners. Actual preparation for internship starts two weeks before internship. Collegeconducts orientation sessions for internship and facilitates to every student-teachers to be proper functional at the time of practice Teaching. We make them aware to handle all conditions at the concern located schools. Before the internship a meeting with the concerned Head masters of the high schools is arranged in the college. Principal of the college along with the lesson committee discussesthe nature of internship programme with the Head masters. Student teachers are divided into proper groups and Incharge professor is alloted to them. The college deputes a group leader among all groups (from students side) and a supervisor for each school (from faculty side) for guidance and smooth functioning of practice teaching. Each School also deputes a Mentor Teacher for proper guidance and day-to-day functions of schools.

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

31

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

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

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

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

Our College adopts effective monitoring mechanisms during internship programme conducted in various local Schools. Initially the College organizes a meeting with School Headmasters and the entire lesson programme is discussed and communicated to the Head masters. Internship programme plans are developed in partnership cooperatively involving the school staff and mentor teachers.

Taking all this into consideration College lesson committee prepares a final internship programme schedule. Student teachers with a teacher Page 29/90 26-12-2022 04:42:31 Annual Quality Assurance Report of RAYAT SHIKSHAN SANSTHAS SWAMI SAHAJANAND BHARATI COLLEGE OF EDUCATION, SHRIRAMPUR DIST- AHMEDNAGAR educator are divided in to groups. The College deputes a group leader among all groups (from student's side) and a supervisor for each school (from faculty side) for guidance and smooth functioning of practice teaching. Each School also deputes a Mentor Teacher for proper guidance and day-to-day functions of schools. Both the supervisors and Mentor Teachers along with Principal assess them regularly to manage their class, day-to-day activities, functions and creativity to handle their given tasks of concern school.

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)

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, | **Five of the above**

initiative and commitment Extent of job readiness

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

07

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	**No File Uploaded**

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

05

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

107

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

15

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

- Our teachersto unravel and repackage knowledge, skills, pedagogies and learning outcomes, to stay relevant and connected to the future.

Our Teacher Improved theme self by Improve Your Classroom Management Skills, Maintain A Warm and Professional,Association,Develop Strong Communication Skills, Take A Periodical Break From Work, Update Your Technical Skills, Record Your Teaching Session,Appropriate Dress For the Teachers, Network With Other Teachers. They also done F.D.P.,R.C. Course skillfully.

- Parents teachers and students can get B.Ed. The importance of the course was demonstrated through the online process. Also After B.Ed. which students can apply their skills in which field to get suitable professional and job? The professor also informed about this.

- The faculty actively participated in various refresher courses, revision courses, as well as teaching skill development workshops and various state, national and international level workshops to enhance their teaching skills.

- Hon. The Principal as well as the All Professors organized a two-day teaching skill development workshop for the teachers of budding senior colleges. New National Education Policy 2020 was also discussed in detail. The various courses, its rules, admission process, features, future of various educational institutions. Also this information was given to all students and parents.

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

1) In B.Ed. course for the first year 440 marks out of 1000 are given for internal work. For second Year 600 marks out of 1000 are given for internal work.

2) For Core courses (101-105 &201 to 205) practical, activities and written examinations is the activities includes for internal evaluation.

3) For the Courses BED 106 & BED 107, Practical Work given under each course and Written Examination is the activities includes for internal evaluation.

4) PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING (108,109) : Courses mentioned for internal assessment throughout the year includes 6 micro-lessons, Integration lessons, 2 simulation, technology based lessons, models of teaching lessons.

5) Practice lessons & Introduction to Internship BED 110,206 & 207) : In this, a total of 6 practice lessons are taken, For First Year 3 of each teaching method & For Second Year 2 of each method.

6) - Enhancing Professional Capacities BED 111, 112, 208to 2012: For B.Ed. First Year & Second Year, INTEL programme, co-curricular, extracurricular & social service, Health & Yoga, Various professional activities arranged regularly throughout the year in the college.

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

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

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

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

Complaints of the students regarding examinations are resolved through examination committee. Following procedure is followed to resolve student complaints.

1) Normal Grivences :

after the grivences recived from students College examination officer fix the nature of Grievances. For Normal grivences examination officer discuss with student and resoved the problem.

2) Major Grivences:

After the grivences recived from students College examination officer fix the nature of Grievances. If recived major grivence.The examination authorities present this complaint before the examination committee. After a positive discussion, the committee takes a decision in the interest of the students.

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.

The commencement of the academic year, the Institution prepares and publishes 'Academic calendar' containing the relevant information regarding commencement and completion of syllabus, the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. The time tables are prepared and implemented accordingly. The teachers prepare teaching plans according to the academic calendar and guidelines of the University. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semesterexaminations. The review of internal assessment is taken by the Principal regularly. Internal practical examinations are held by the college and Externals are held under the scrutiny of the External Examiner appointed by the University. The schedule of external examinations is fixed by the University and the same is displayed on notice board for students. In case of any change in the University schedule, some changes are required to be made in internal evaluation as well. These changes are communicated to the students well in advance. However, all efforts are made by the college to adhere to the academic calendar for internal evaluation. 1.Preparatory Exams 2. MCQs 3.Online tests by Google forms.

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.

Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programs are well stated and displayed through: Institute website, Department notice boards / Magazines/ Lab Manuals etc. Through induction programme anawareness about PLOs, and CLOs is done for the students by faculties. College has adopted Continuous evaluation process for bothways i.e internal and external .There is variety in evaluation process.The course is

of40 credits for B.Ed I . External examination is conducted by the University in written or online format. Course No. 101 to 107 having 440 marks for Practical work and are considered for internal evaluation. Likewise Courses No.108 to 112 have internal practical work. 40 credits are also for B.Ed. II.Internal work is an integral part of the B.Ed course. Internal evaluation process includesdemonstrations, self-study, tutorial, quiz, field visit.

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

The student Teacher interact with one another and develop social qualities such as cooperation, skills and tolerance for different points of view. In addition, student Teacher solve problems in the classroom, practicing schools..

Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programs are well stated and displayed through: Institute website, Department notice boards , Magazines, Lab Manuals, Awareness about PLOs, and CLOs are made to students by faculty at the beginning of the academic year and through orientation programme.

The curriculum developed and implemented have relevance to the local, national and global developmental needs. Issues related to poverty, socio-economic, gender, environment change, livelihood,

entrepreneurship, innovations, health and mental health and sustainable development are included in the curricula. The curricula are revised from time to time based on the developments in the local and global scenario. The PLOs and CLOs are measured by the faculty members of the institute.

Target & Attainment Levels: University Examination Target 40 marks (40% of 80 marks) based on University examinations marks (theory and practical examinations) and Internal Assessment (both theory and practical examinations).Theory exam. for 80 ,marks and Practical (internal) exam. is for 20 marks .

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

31

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	**No File Uploaded**

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

At the time of admission, the Principal and staff interact with

the parents and the students to assess their needs and aspirations. Proper counseling is done for students and organizes Student Induction programme in which students are introduced various depts. and committees. The institution also provides extra certificate courses to the students in order to enrich their knowledge. The institute conducts remedial classes for weak students in different subjects to enhance their skills and competencies. On the basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Students are provided with reading material also written assignments and exercises. At the end, remedial examinations are held to test the knowledge acquired during class hours. Peer tutoring, and Mentor- mentee interaction keeps faculty in constant touch with the students, irons out their academic and personal problems. The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic performance. During internship, an evaluation Performa (Rubric) developed by university is provided to the students to get overall experience of teaching, administration and organizing curricular and co-curricular activities etc.

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://ssbcollege.com/iqac/#1628665365192-cdcc13fe-9cba

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	View File
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	All of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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	**All 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	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
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

9

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

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

2

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

35

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

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

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

25

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	**No File Uploaded**

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

63

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

63

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

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

Our college provides an environment conducive for the holistic development of students. Extension

activities not only instill a sense of communal responsibility, but also effectively sensitise student teachers of our college towards important social issues. The National Service Scheme unit, the

organise various social outreach programmes to facilitate its students with the concept and practice of social responsibility. Some extension activities organised are:

- Cleaning Of School Campus & Public Places.
- Voter Awareness Programme
- Awareness Programme for Diseases Spreding in Rain Water Season.
- Workshop for Adolescent Girls for Menstrual Cycle
- Nature Conservation Program.
- Economical Assistant for needly student.
- Road Safety Awareness Program.
- Help Checkup Camp for NSS Girls.
- Survey and Analysis of Corona Vacation.

These outreach and extension activities have not only made students socially aware of several socioeconomic and cultural problems affecting the everyday lives of people; some of them have also further pursued humanitarian work in several fields:

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

3

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

18

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

3

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

7

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	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly	Three/Four of the above

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

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

- **As per the minimum specified requirements by statutory bodies, the college creates necessary infrastructure systematically and continuously with a future vision of needs and utility. The College has excellent physical infrastructural facilities like adequate classrooms, Laboratories, Computing equipment, Staff rooms, Rest rooms, Seminar hall, Sports equipments etc .**
- **The College has an excellent classrooms to conduct regular classes into various 21 Blocks which devided Main Building, Guidance wing, Library, Seminar hall, Science Lab, Psychology Lab, Computer Lab and Anivasi Vidyarthi Kendra.**
- **To ensure its optimal utilization, besides conducting regular classes, the classrooms are used to conduct remedial coaching, Certificate courses, examinations; departmental meetings, prayer meetings, mentoring sessions, association activities, indoor competitions, parent-teacher meet, alumni meet, book exhibitions, training programme etc.**
- **The infrastructure facilities and learning resources are categorized as under:**

1. **Learning Resources:** This includes resources and infrastructure required for library, laboratories, class room teaching etc.
2. **Support Facilities:** Hostels, Seminar halls, Play Ground.
3. **Utilities:** Safe drinking water, washroom, power generator etc.

Computing Equipments:

The college has provides Computers, laptops for Students & faculty members as per need and requirements. Computer labs, networking centre, various software, tools are available for teaching and learning.

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

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

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

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://ssbcollege.com/campus/
Any other relevant information	View File

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

5.92

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

4.2 - Library as a Learning Resource

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

Libreria: Library Management Software System

Rayat Shikshan sanstha has provided "Libreria" software manufactured by MKCL, Pune . MKCL's Libreria is a Library management system, designed and developed by Maharashtra Knowledge Corporation Ltd. (MKCL) to meet the needs of libraries both large and small. The software is designed to automate all functionalities and operations of library according to international standards.

LIBRERIA gives 14 modules these are Masters, Book Management, Accessioning, Membership, Circulation, Book Bank, OPAC, Catalogue, Reports, Administration, Database Backup, Import Data, Export Data and Serials Management. Books data entry done and barcode is generated which is useful in circulation of book. Membership of faculty and students are done with the help of Membership module. OPAC link is also given in the Library website for easy access of the Catalogue. With the help of this software soft functioning of the library activities are done.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://libreria.org.in/SSBEDLIBShrirampur/Default.aspx
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

Institution has remote access to library resources which students and teachers use frequently. Rayat Shikshan sanstha has provided "Libreria" software manufactured by MKCL, Pune. MKCL's LIBRERIA: Library Management System, Integrated Software with Web OPAC & Barcode Technology. Library has completed the automation work of the Library Holdings & Circulation Process with Barcodes Started from that time.

Web OPAC include following details

- Letest Arrival
- Catalogs
- Field Search
- Boolean Search
- Keyword Search
- Truncation Search

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

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

`0.65`

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

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

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

`403`

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	All of the above

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

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

In the college, BSNL lease line optic fiber internet connection with Wi-Fi is available. A BSNL Broad band VPN internet with Wi-Fi facility is available. Also, one other BSNL Broad band connection is obtainable for students. In the last five years the institution has upgraded its IT facilities frequently. In the institution there are 25computers, 01 Computer labs and one computer centre available for students. The details of the hardware and software are as follows.

Number of Systems with individual configurations

Dedicated Computing system

- INTERNET in all Computer Labs
- INTERNET in all College-Department
- LCD Projectors
- Interactive Projector
- Audio Visual classrooms
- ICT enabled classrooms

LAN Facility

- One Network across the campus and access internet resources under uniform network policy

College website & other ICT facilities updated time to time by Concerned hire Services.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

7:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**E. < 50 MBPS**
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://sites.google.com/view/ssbcollegeknowledgebank/b-ed
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://sites.google.com/view/ssbcollegeknowledgebank/b-ed
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)

6.81

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

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

Colleges systems and procedures for maintaining and utilizing physical facilities

- **All the physical, academic and support facilities are augmented and maintained through Mother Institutes Managing Council Administration & various college committees such as College Development Committee, IQAC, Purchase and Financial Norms Committee, Library Committee, Master Plan Committee, Building Committee, General Supervision Committee etc.**

- At the beginning of every academic year, proper availability of blackboards, lighting, and furniture in classrooms etc. is taken care of by these committees.
- Library Committee is functional which takes care of the library matters and its functioning.
- Sports Committee has the responsibility for the creation and maintenance of sports facilities on the campus for the students and the faculty.
- Up gradation of software and hardware and maintenance of ICT facilities is done by the ICT Department through Mother Institute Dealers & Local expertise.
- The college is having hostel committee which manages the hostel maintenance and proper utilization of the hostel facilities.
- Earn and Learn Schemes College students helps also maintaining and cleaning the college campus, garden, library etc.
- Contract basis Service Providers & Shrirampur Municipal Corporation also helps in maintaining in housekeeping and cleanliness on the campus.

File Description	Documents
Appropriate link(s) on the institutional website	https://ssbcollege.com/facility-maintenance/
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	All of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	**Nine or more of the above**

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent 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	**A. All 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	View File
Any other relevant information	View File

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
07	31

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

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

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

03

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

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

07

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

5.3 - Student Participation and Activities

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

College has its active student council and it works parallel to the administration and academic departments of the college. Students are elected on different Educational and Administrative committees of the college from Student Council. This student council is run according to the Maharashtra University act 2016. College has organised various activities in association with student council of the college. Student welfare committee works for fee concession, awareness about different Government Schemes for students. Students are given space for to become student representative, Cultural representative, social work representative. From this cell various activities are organised eg. Karmaveer Bhaurao Patil Earn and Learn Scheme, Students Personality Development Camp, Special Guidance Scheme for girls, 'Swacch v Samarth Bharat Abhiyan.... etc. In the year 2021-22 Student council has conducted 17 different activities in the college.

Activities of Students Council

1. Celebrations of Birth & Death Anniversaries eminent personalities
2. Celebration of National festivals (Republic Day & Independence Day)
3. Organisation of Student Induction programme
4. Annual Cultural programme including Street Play, Drama.
5. Annual Prize Distribution event
6. lecture series on current issues i
7. Social Service, extension services

Student council is very active in shaping all round personalities of the student teachers of the college.

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

17

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 of college is registered one and active in natureand all members are always in active mode to support the college in the aspects of teaching and learning.Significant feature of the college's Alumni is all Alumni are mostly in the Teaching field. They are always active in supporting to the college.

Role and Significant Contribution of Alumni

1. As per the need and necessity of the collegethis academic year they have donated in the form of technology related item which are

very useful in accessing internet facilities. Alumni has presented itemsWireless Router, Dlink Cats Lan Cable, Connector RJ 45-D link for the purpose fast internet access to the office and to the teaching faculty.In the academic year 2021-22 Alumni has spend Rs. 5570/- on 20th October 2021 onthe articles related to Internet facility. All students and Teaching staff are directly benefitted for using wi-fi facility.

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

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

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

Alumni association acts as an effective support system to the college by giving active contribution in motivating, nurturing special talents.

Alumni acts according to the vision, mission and objectives of the college. Alumni works on its own objectives and supports a lot to the college.

1. Quality Teaching: Alumni of the college serving as Headmasters in various schools and student-teachers from the college approach such schools for Internship programmes and Practice lessons, so such alumni motivate them for becoming effective teachers.

2. Employment: Alumni share advertisements in the Alumni group regarding filling the post of teachers in school and colleges. Even Alumni guide such student-teachers for facing an interview and demonstration of lessons.

3. Guidance in TAIT examination: Members from Alumni have attempted such exams and they guide student-teachers about TAIT, CTET, TET exams, their nature and syllabus and even study techniques.

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.

Our College is run by Rayat Shikshan Sanstha, Satara. Management Council and Higher Education Committee at Sanstha level and college development committee at local level look after proper functioning of the college.

Our vision

"To emerge as a center of excellence in teacher education"

Our Mission

Our Mission is to provide:

• Experience based learning for multi-faceted development.

• Proper orientation and training considering National values and core elements.

• To foster innovative and responsible integration of technology in education.

• To install the spirit of inquiry through research.

To strive to attain the mission and vision of the College the institutional set-up works in collaboration with the policy-framework announced by UGC, NCTE and the State Government of Maharashtra. To fulfill the vision, the College follows a path of continuous work along with its monitoring and required modification by means of various committees.

The planning for the academic session begins with a well-designed

academic calendar designed according to the annual calendar
notified by the university. The weekly time table governs the
teaching schedule for the semester. Classes are taken regularly
according to the schedule.

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

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

The college practices decentralization and participatory
management in keeping with its belief in collective leadership and
democratic traditions.

The process of decentralization and participative Management -

- The Principal oversees the Teaching Plans of his/her
  departmental members.
- Teachers have right to make adjustments in the routine.
- They often takes the lead in planning seminars, workshops,
  career counseling sessions, remedial measures,
  interdepartmental or/and inter-college exercises,
  departmental excursions and study tours.
- They have liberty to introduce creative and innovative
  measures for the benefit of their students.
- They can decide on the nature, pattern and duration of
  special and remedial classes for the students of their
  department.

Apart from the College Development Committee the College has IQAC,
Exam and Lesson Committee. Throughout the academic year, all the
sub-committees participate to resolve the concerning issues for
the interest of the institution where every committee member has
the freedom to participate in decision making. The students take

an active part in the various activities on the campus. This results in the effective and proper execution of the work and promotes cooperation between management, staff, and students.

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.

Financial Affairs: Details of approved fee structure of Government for professional courses are published on college notice board and on college website for newly admitted student-teachers. Being a government aided college salary of entire teaching and non-teaching staff is credited in employee's salary bank account . For any kind of expenditure, the approval of e CDC is essential. Scholarships from Central &State Government for students having various social and economic backgrounds are directly credited into students' bank accounts. Mother Institute Rayat Shikshan Sanstha Satara conducts internal Audit and Government Audit is conducted to ensure complete transparency in financial affairs.

Academic Affairs: The Principal is an academic and administrative head of the college. He shares powers to the Vice- Principal and Head Clerks for academic and administrative activities. IQAC Co-ordinator, chairpersons/coordinators of respective committees coordinate administrative, co-curricular and extracurricular activities in consultation with Principal. The student-teachers are involved in allactivities and are given responsibilities at college level. The faculty, non-teaching staff and student-teachers do participate actively in the execution and management of various activities conducted in the college campus.

Administrative Affairs: The administration is decentralized in a democratic way. Teaching as well as non-teaching staff is given additional tasks in addition to their normal duties at the beginning of the session. In every academic year at the beginning various committees are formed to look into the administration related activities of the college. .

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

6.2 - Strategy Development and Deployment

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

Activity Title:- "Development of Reading and Writing culture among student- teachers for college Magazine - Sahajanand" has been effectively implemented. The aim of this activity for the year 2021-22 was 'Chala Vachu.... Lihuya' means 'Let's Read and Write'. What to read? How to write? These questions have no answers from the students' side. But college has initiated the inculcation of reading habit among the student-teachers. Opportunity of reading books and literary creation of, ideal and renown writers for getting inspiration for living life with full of hopes and guidance.

Objectives: 1. To inculcate the Reading habits among student-teachers. 2 To inculcate sense of the Creative writing among students. 3 To provide the literary works, creation of renown writers. 4 To publish the magazine of college by collecting articles from the student-teachers

All students were directed to select any book from the library and read out them & prepare an article. All followed an order and articles written by them were collected and critically analysed by the editor and later on college had published the magazine 'Sahajanand' and uploaded it on the college website. Almost 20 Student-teachers had actively participated in this activity for inculcation of reading culture and creative writing.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://ssbcollege.com/wp-content/uploads/2023/04/STRATEGIC-PLAN-2021-22.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The prominent feature of the Sanstha is its democratic administrative set-up. The working of the institution has been guided and patronized by the eminent dignitaries of the national and state level in their capacities as President, Chairman and Organizer. For the purpose of execution, the Sanstha has instituted the posts of the Secretary and a Joint Secretary (Higher and Secondary) the Auditor and the Regional Inspectors. The General Body, The Managing Council, The Executive Council, The Board of Life[1]Members and the Accounts Committee are the bodies which periodically and democratically settle all issues and fix policies for smooth day[1]to-day functioning of the Sanstha. Appointments, Promotions and service rules are as per the guidelines laid down by UGC, Government of Maharashtra, Savitribai Phule Pune University, Pune and Rayat Shikshan Sanstha, Satara.

The college development committee (CDC) plays a vital role in planning and decision making processes for the staff as well as students. The Principal appoints faculty-in-charge for decentralization of academic and administrative work. The HODs plan and execute their departmental activities. The IQAC members are functional and positively contribute the quality based policy statements. The principal organizes meeting with IQAC members, CDC members for quality enhancement of the college.

File Description	Documents
Link to organogram on the institutional website	https://ssbcollege.com/management/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

1.IQAC CELL

Resolution in Meeting :

a)Preparation well equipped reading room. b) Beautification of Garden

Action Taken :

a)It was decided that, in college campus there should be availability of separate reading room for boys and girls.

b)Suggestions regarding of garden and beautification of the campus were given by all the respected IQAC members. The decision was taken that such work will be started in the month of November-December 2021.

EXAMINATION CELL

Resolution in Exam Cell Meeting :

a)Planning of B.Ed. First year pre-examination. b)Regarding re-examination by the examination cell of about 17 students who scored low marks in the pre-examination and were absent from the examination due to various reasons.

Action Taken :

a)The subject of planning for B.Ed. pre-examination was presented in the meeting. After discussing this subject, it was decided to

conduct pre-examination from 08/08/2022 to 18/08/2022.

b)In this exam, students were given an opportunity to write answer sheets using an open book. Therefore, the students benefited from writing the answer sheet in the university examination. This exam was conducted from 19/08/2022 to 25/08/2022.

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

The institution has various effective welfare measures for teaching and non-teaching staff. Some of them are:

1. The salary component and Annual Increment is given every year as per rule for teaching and administrative staff of the college.
2. Promotion and CAS benefits are given to the teaching staff as per the guidelines issued by the UGC/ Maharashtra State Government.
3. Each Faculty member is asked and encouraged to participate in the Orientation Programs/

Refresher Courses, Faculty Development programme, Short Term Courses etc. organized by UGC HRDCs at national level and in the state. They are also asked for participate in various International, National, University level Seminars and workshops. Non-teaching staffs are also encouraged to undertake various training programs run by mother institute or other centres for enhancing their professional knowledge.

1. General Provident Fund facilities, Gratuity Pension facilities, DCPS, NPS, Group Life

Insurance are provided to entire staff. All allowances are

directed credited in their respective bank accounts.

1. Banking facilities are made available to the teaching and non-teaching employees by Rayat

Sevak Cooperative Bank Ltd., Satara and Laxmibai Bhaurao Patil Shikshan Uttejak Patpedhi.

1. Medical reimbursement for curable and non-curable diseases as applicable for teaching and non-teaching employees and transparently forwarded to the Government office.
2. Both teaching and non-teaching staff can avail of Casual Leave, Earn Leave, and Medical Leave. Benefits of availing Child Care Leave, Maternity Leave, Paternity Leave are as per the state government rules.

All measures are implemented effectively in the institute.

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

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

2

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

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

01

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

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

01

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.

Performance Appraisal is the most methodical way of evaluating the performance of an employee. It makes the employee more liable to the work that he performs. It also inspires the teachers to undertake research- based work to enhance their knowledge. The Performance Appraisal System is conducted by the institution. For this purpose, the teaching staff is given the Annual Performance Indicators (API) format for their self-appraisal annually. The API is assessed by the IQAC and the Principal and is then sent to the Sanstha, University and Directorate of Higher Education for further action. On the basis of this API for Career Advancement i.e., promotion is given. Non-teaching staff is not given any appraisal format as their promotion is based on a seniority basis which is conducted by the Department of Higher Education from time to time. However, to make the non-teaching staff aware of different advancements made in the official matters, they are deputed for various training programmes to enhance their potentiality.

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

6.4 - Financial Management and Resource Mobilization

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

The college conducts internal and external financial audits regularly. The college has a three-tier financial audit system.

1. Internal Audit- It is conducted twice a year by the audit department of the parent institution, Rayat Shikshan Sanstha, Satara.
2. External Audit- In the second stage, the audit is carried out by M/S. Kirtane and Pandit, C.A. Pune.
3. Government Audit- It is conducted by the Administrative Officer, Senior Auditor (Higher Education Pune Region, Pune), and Accountant General, Mumbai.

Dates of internal Audit conducted by Rayat Shikshan Sanstha, Satara: 20/07/2022

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

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

24000

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

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

than 100 - 200 words.

The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere it follows all the legal limits and maintains transparency in transactions. The college is grant in aid in nature. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university.

The institute prepares yearly budget and allocation for effective use of available financial resources. The college budget is prepared taking into consideration the priorities that need to be catered during the year. The standard procedure of purchase is adopted. The Principal makes recommendations for better handling of resources and effective mobilization of available funds for the betterment of the students, teaching and non- teaching staffs. The Purchase Committee follows all the formalities for the utilization of the fund. Quotations are sought and then following the required formalities, for utilization of funds, steps are taken.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
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) is established on 11th July 2000 with a vision to streamline the quality initiatives of the institution. IQAC of the college is functional and constituted as per the norms of NAAC. It has representation from most of the internal departments, committees of the college. IQAC mainly focuses on mission and vision of the institution, documenting quality assuring strategies and continuous improvement in various quality programmes.

In the academic year IQAC organizes meetings with the faculty members and members of College Development Committee (CDC). As per the suggestions from all members IQAC of the College prepares detailed Annual Calendar. There is allotment of teaching subjects, committees, and distribution of department. All are asked to prepare department wise, subject-wise annual year plan to execute activities. All departments and Committees and other cell ask IQAC to call meeting to set the respective schedule and meetings and minutes of IQAC are prepared accordingly. All department-wise activities are planned, executed and reports of respective activities, events are prepared along with photographs and feedback forms are analyzed and action taken reports are generated. IQAC enhances above strategies for quality assurance.

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

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

The institution reviews teaching learning process periodically through IQAC and related departments, IQAC prepares academic calendar considering the theory and practical course of curriculum. In this process Teaching Competency I: deals with Micro-teaching related skills and demonstration as well as in Teaching Competency II, Technology based teaching, Team teaching and Lessons using models of Teaching etc as well as in Teaching Competency III, Practice lessons and Introduction to Internship.in which actual lessons in the schools and Internship in actual schools are organised and timely evaluated. Various types of lessons have been introduced like team teaching, lessons on models of teaching, TBT essons are executed under the guidance of in charge professor.

For theory course IQAC asks every teacher educator to prepare Annual plans of teaching subjects and according to it, committee of Timetable arranges the theory lectures of teaching staff for a week and for a year. In timetable , IQAC strictly monitors all teaching subjects with equal workload and time allotment for teaching learning process.

IQAC assists to prepare CO, LO, PO, PSO of subjects of teaching prescribed by the University. IQAC collects various types of feedback from student-teachers on Syllabus, Curriculum and on teachers and analysed.

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

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

06

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://ssbcollege.com/iqac/#1628665121483-18be4518-30ae
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://ssbcollege.com/iqac/#1628663259094-6b3b3d03-d10d
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	View File
Any other relevant information	View File

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

Recommendations and Compliances of NAAC 2nd Cycle Recommendations Compliances

1. Language Lab. & Smart Classroom should be developed Developed Language lab and Smart Class Room

2. M.Ed programme be introduced at the earliest College runs M.A. (Education) of YCMOU Nashik from 2009.

3. Updated ICT enabled teaching learning process should be put in place. Teaching learning process is completely ICT enabled.

4. Independent Computer Lab be Developed. College has well equipped and Independent computer lab.

5. Psychology Laboratory and Science Lab be upgraded Science and Psychology Lab are upgraded.

6 Short Term valued added courses should be organised College has organised 3 Short Term courses.

7. The college should provide all elective options to students as per the syllabus As per syllabus college provides all elective options

8. Feedback mechanism be systematised It is systematised and well maintained.

9. Faculty members should be trained in use of Innovative methods of teaching. All faculty members are trained as use ICT based teaching learning methods.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Use of Alternative Energy / Energy Policy

A. Project – 1 (College Building : 10KW)

1. **Savitribai Phule Pune University, Pune granted Rupees Five lac on subsidy basis. College has made the resolution under the College Development Committee on 03/06/2017 about the installation of Solar Project as an Alternative Energy source for electricity. In the year 2017-2018 college has successfully installed solar project with 10KW capacity. Due to installation of Solar Project, consumption of electricity bill is reduced at 90% level.**
2. **B. Project 2 (Girl Hostel: 3KW)**

C. Project 3 (Girl Hostel5KW)

D. Project 4 (PrinQuarter3KW)

As per Sanstha's guidelines about Alternative Energy Sources, College has decided to install more three Solar Projects for Girls Hostel, Boys Hostel, Staff Quarter and Principal Quarter. These Three Solar Projects has having capacity of generating 11KW electricity. All these are self funded project and these are reduces the 90% to 95%. Consumption of direct electricity.

E. Solar Street Light

College also installed Solar Street Light at various place of the college campus

F. Sensor Based Light System

Sensor and Watch Based Light System and it is totally automatic in nature.

G. Solar Water Heaterat Boys Hostel and Girls Hostel

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.

West Management Policy

Waste Management

In the college, waste management activity conducted by office department. First of all, waste is divided into three types, It is as follows1) Wet waste 2) Dry waste 3) E – waste.

For wet waste or dry waste separate waste bins have been prepared in the college. All waste is deposited in it and wet waste or dry waste is picked up in the municipal garbage vehicle daily.The municipality has made separate arrangement for wet waste or dry waste.

E-waste is managed as per the rules of the mother institute.

Correspondence is sent to the parent organization in this regard. Then Sanstha committee comes and inspects it and allows the college to remove the E-waste as well as record is maintained . After reducing the entries, it is auctioned at the local level.

Vermi-Compost

Our college is one of the unitof Rayat Sankul (Educational Complex). In campus there are three degree colleges and two schools one is primary and other is up to secondary level .An integrated vermin-compost production project for the complex has been set up R.B.N.B College and appropriate waste from the college is used for this project.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

College has been committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment.

1. **Cleanliness : College is always strict about cleanliness. Non-teaching staff do all planning and cleaning work appropriately. In covid-19 pandemic period special efforts were taken by the college from spreading of Corona like , set up of Sanitiser stand and other equipments like Oxymeter, Themal meter.**
2. **Sanitation : Separate Ladies and Gents Sanitation Block are available at the College campus and sanitation service is hired.**
3. **Green Cover : The college has developed a very beautiful garden with proper landscaping and variety of plants. College has certified with ISO Green Audit .**
4. **Pollution free healthy environment.: Our college is having greenary in the campus which is of 47 acres .There are three degree colleges and two schools one is primary and other is secondary.**

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

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian	**All of the above**

friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

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)

256629

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

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

Institution puts forth efforts leveraging local environment locational knowledge and resources, community practices and challenges as following ways.

Tree Plantation Week is organised from 1st July to 7th July 2021 and on the occasion of an Independence Day at the adopted villages and at college campus. Hundred mango saplings were planted under thisevents .After the flag hoisting, tree plantation was done in

the college premises in the presence of Principal, Dr. M. S. Pondhe. Trees were planted along sides of the boys' hostel, playground , Administrative Building.

Apart from guidelines of University the N.S.S Programme includes Village Survey, Street plays, Tree plantation, rallies about different social issues, school surveys, organization of guest lectures on various issues like eradication of superstitions, Environmental Awareness, Health awareness, Gender Equality, Competitive examinations etc.

1. Celebration of Mazi Vasundhara:Majhi Vasundhara Abhiyan is an initiative under the Department of Environment and Climate Change, Government of Maharashtra that works for various causes of sustainable development and climate change. Nature Conservation is the wise management and utilisation of natural renewable resources in a sustainable manner to ensure the maintenance of biodiversity.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practices - 1. Teacher Eligibility Test Workshop

The Central Government as well as Government Maharashtra has made Teacher Eligibility Test mandatory for becoming a teacher at primary and upper primary level.

Goals :

1. To provide guidance of expert teacher.

2. To provide a conducive environment for the Teacher Eligibility Test.

3. To provide necessary reference book for Teacher Eligibility Test.

4. Conducting practice exams

Best Practices - 2. Project on Menstrual Cycle Awareness Program

Goals :

1.To Make aware about Menstrual Cycle process

2.To develop Scientific & Positive attitude towards MC Process

3. To eradication of superstition about MC Process.

4. To study Adolescent Girls Feedback on MC (Menstrual Cycle) Awareness Program

Best Practices - 3. Best Instruction Video Competition

Goals :

1. To enable the student to integrate the study of subject knowledge, human development, pedagogical
2. knowledge and communication skill in student teachers.
3. To enable the student to use competencies and skills needed for becoming an effective teacher in a normal setup and in an inclusive setup
4. To enable the student to understand the concept, need and importance of ICT and ICT based teaching-learning strategies , resources and its application in classroom

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

NSS Activity (As a Distinctiveness)

Aim and Objective

1. The vision of the Institution is "To emerge as a center of excellence in teacher education" According to this vision to provide excellent practices in teacher education to the student teachers is the priority.

2. To develop the socio committed teachers Institute implementing the N.S.S program from year 2005-06. Our institute is the only

Teacher Education Institute running the N.S.S programme under S.P.
Pune University, Jurisdiction.

3. With consideration of guideline of University and suggestions,
instructions by stakeholders, the Institute plans N.S.S programme
activities.

4. Apart from guidelines of University the N.S.S Programme
includes Village Survey, Street plays, tree plantation, rallies
about different social issues, school surveys, organization of
guest lectures on various issues like eradication of
superstitions, Environmental Awareness, Health awareness, Gender
Equality, Competitive examinations etc.

In the year 2021-22, under N.S.S programme following outreach
activities are conducted at different villages i.e.

1. Guidance on Menstrual Cycle for Teenager Girl

2. Awareness about Voting

3. Awareness about epidemic diseases during Rainy Season

4. Tree Plantation

5. Importance of Cleanliness of School Premises

6. Donate Educational Material

7.Various Day Celebration at Practicing School i.e. Karagil Day,
Voter Day

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