



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
RAYAT SHIKSHAN SANSTHAS SWAMI SAHAJANAND BHARATI
COLLEGE OF EDUCATION, SHRIRAMPUR DIST- AHMEDNAGAR
C-41898**

**Shrirampur
Maharashtra
413709**

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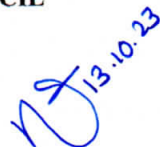
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL


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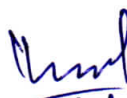
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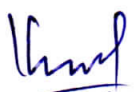

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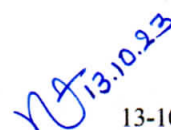
Section I: GENERAL INFORMATION

1.Name & Address of the institution:	RAYAT SHIKSHAN SANSTHAS SWAMI SAHAJANAND BHARATI COLLEGE OF EDUCATION, SHRIRAMPUR DIST- AHMEDNAGAR Shrirampur Maharashtra 413709	
2.Year of Establishment	1970	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	7	
Permanent Support Staff:	4	
Students:	50	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The old and most reputed teacher training college, dedicated to providing education and support to rural students 2. Conducive ambience to higher learning, research and value inculcation 3. it is a grant-in-aid institution and possessing 2f and 12 b status. it is also a co-education institution.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 12-10-2023 Visit Date To : 13-10-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. NARENDRA CHOTALIYA	Former Director, KNOWLEDGE CONSORTIUM OF GUJARAT
Member Co-ordinator:	DR. ADAM PAUL PATTETI	Professor, Maulana Azad National Urdu University
Member:	DR. THOMAS ALEXANDER D	Principal, ST XAVIERS COLLEGE OF EDUCATION AUTONOMOUS PALAYAMKOTTAI
NAAC Co - ordinator:	Dr. Wahidul Hasan	


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Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Planning
1.1.1 QIM	Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas
1.3.2 QIM	Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.
1.3.3 QIM	Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme
1.4	Feedback System

Qualitative analysis of Criterion 1

The college follows the curriculum as per the guidelines of the affiliating Savitribai Phule Pune University, NCTE and the regulations of the state regulating authority. However, the college makes it sure to be a part of the syllabus Updation, correction or modification as processed by the affiliating university during its BoS meetings in order to ensure that the curriculum is being developed or modified keeping in view the latest demands. The curriculum structure provides ample scope for healthy teaching practice, internal assessment, field trips, camp activities, and work experience. As per the mandate, the college is bound to follow the curriculum planning, of the Savitribai Phule Pune University, and no change can be made by the college on its own in the curriculum. The examination is conducted by the affiliated University at the end of the academic year on annual pattern. The students are encouraged and also facilitated with projects, internship, field trips, surveys, tours, case studies and continuous evaluation via seminars workshops, group discussions, class tests, home assignments and practicals, student centre approach is followed students are also encouraged for participative, collaborative and experiential learning. Support mechanism, such as ICT and well stocked library.

The institute facilitates professional education for practice teaching of the students under effective supervision and mentorship of teacher educators. It provides correlated, collaborative and comprehensive professional guidance to the students in developing/understanding of interconnectedness of various learning engagements and to make them ready for the professional courses. 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. A well planned academic calendar, schedule, teaching plan, teachers journal, bridge course, mentorship records, result analysis and the upkeep of records pertaining to programme outcomes (POs) and course outcomes (Cos) are all indications that the curriculum is being delivered effectively through the availability of optional CBCS courses which provide academic flexibility.

IQAC approves and maintains the finding of regular academic audits that look at curriculum preparation and delivery.

The teaching learning process is strengthened through lectures, seminars, paper presentations, demonstrations. Feedback mechanism is also in place for obtaining structured feedback on the curriculum from various stake holders like students, teachers, employers, alumni and practice teaching schools. Hence, the curriculum focuses and offers diversity and flexibility to the learners, based on the feedback analysis.


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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Honoring Student Diversity
2.2.1 QIM	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..
2.3	Teaching- Learning Process
2.3.1 QIM	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
2.3.5 QIM	Continual mentoring is provided by teachers for developing professional attributes in students
2.3.7 QIM	Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..
2.4	Competency and Skill Development
2.4.8 QIM	Internship programme is systematically planned with necessary preparedness..
2.4.11 QIM	Institution adopts effective monitoring mechanisms during internship programme.
2.5	Teacher Profile and Quality
2.5.4 QIM	Teachers put-forth efforts to keep themselves updated professionally through In house discussions on current developments and issues in education Sharing information with colleagues and with other institutions on policies and regulations
2.6	Evaluation Process
2.6.1 QIM	Continuous Internal Evaluation(CIE) of student learning is in place in the institution
2.6.3 QIM	Mechanism for grievance redressal related to examination is operationally effective
2.6.4 QIM	The Institution adheres to academic calendar for the conduct of Internal Evaluation
2.7	Student Performance and Learning Outcomes
2.7.1 QIM	The teaching learning process of the institution are aligned with the stated PLOs and CLOs.
2.7.3 QIM	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
2.7.5 QIM	Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.
2.8	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The students are enrolled in the institution according to NCTE norms and as per the guidelines of Savitribai Phule Pune University. It is distinguished by an elaborate an open admission procedures that guarantees inclusion with a substantial presence from reserve categories standing at 73.85%. The school takes a proactive approach to academic oversight, creating a strict monitoring policy and unique activities like the student monitoring programmes, which flawlessly connect with the National education


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policy guiding principles. This dedication also includes keeping a 14:1 teacher to student ratio as the ideal as well as strategically incorporating information and communication technology (ICT) to improve the teaching process. The institutions commitment to provide a thorough and enriching educational experience is highlighted by the focus on problem solving techniques and experiential learning. The institution devotion to a painstakingly created academic schedule which ensures the flawless execution of exams, internships and numerous activities is an example of strategic planning in action. The institution dedication to the whole development of each students is shown in the dramatic increases in passed rates, knowledge acquisition and skill development that have resulted from the incorporation of outcome based education (OBE).

During the process of internship and practice teaching, the thrust areas are understanding of school system and mastering of the teaching skills. The institute frames the Academic calendar in advance in conformity with the specifications and guidelines of the affiliating university. The institute adheres to these guidelines strictly for the conduct of Internal Evaluation. The college plans and organizes teaching, learning and evaluation schedules strictly by following the Academic Calendar as designed by its affiliating university.

Teachers adopt variety modes of teaching, to make the teaching learning process an effective one and encourage student teachers to use ICT supported facilities inside and outside the classroom activities. The teachers keep themselves updated progressively through various modes of teaching. The initially identified learning needs are catered and accordingly remedies are provided and all the faculty members are engaged for the purpose. The college encourages the teacher educators to attend seminars, conferences, workshops.

Workshops for TET, TAIT, CET, CTET examinations to orient the students towards career placements. Exposure to Special Schools through school visits; invited talks by experts in Education, interface with successful personalities are arranged. Many eminent resource persons in various disciplines have visited the institution. The college has adequate in-built mechanisms which is continuously being updated to achieve the goals of academic excellence. The students are engaged in active learning, given comprehensive learning experiences; in order to manage diverse learning needs and challenges. The college maintains a learner-centric atmosphere to achieve the desired learning outcomes. The institutions remarkable average pass percentage of 97.33% over the previous five years which is higher than the university average its dedication to a technologically advanced evaluation method.

Criterion3 - Research and Outreach Activities (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Resource Mobilization for Research
3.2	Research Publications
3.3	Outreach Activities
3.3.4 QIM	Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development
3.4	Collaboration and Linkages

Qualitative analysis of Criterion 3

The college sensitizes the students about outreach activities, and undertakes many out-reach activities for


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upliftment of the community. The college has also inculcated ethical values among faculty and students through invited lectures on ethics and other relevant issues. The college regularly organizes national days to foster social, cultural, religious and regional integration. Students do get training on contemporary social responsibilities and values and community services through extension activities. The institution ensures that the student teachers develop social and citizenship values and skills during field trip and many other allied social problems. However, institute has taken minor research project has been undertaken by the faculty members during the assessment period. Besides, faculty members have published research papers in UGC CARE Listed & in other journals. The faculty members have actively participated in national and international conferences, seminars and workshops. The college have facilitated the faculty members by In- house support during the assessment period in the form of Seed money for minor research projects and organization of seminars, conferences or workshops. The college has launched programme in collobration with other academic organisations /NGO'S and with other organization in the nearby vicinity as there are more s linkage or collobotation are seen.

Student teachers can make use of grievance cell through which they can address the problems faced by them. The initially identified learning needs are catered and accordingly remedies are provided and all the faculty members are engaged for the purpose. Apart from this student teachers volunteered themselves under the supervision of their respective mentors for free helath services in the community to sensitize them about various health issues. Though the college has a very few linkages with local organizations and have proved to be effective for the betterment of the society.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	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
4.2	Library as a Learning Resource
4.2.1 QIM	Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software
4.2.2 QIM	Institution has remote access to library resources which students and teachers use frequently
4.3	ICT Infrastructure
4.3.1 QIM	Institution updates its ICT facilities including Wi-Fi
4.4	Maintenance of Campus and Infrastructure
4.4.2 QIM	Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Qualitative analysis of Criterion 4

The institution has meticulously developed a robust infrastructure to create an optimal teaching and learning environment. The college premises include administrative, academic, and guidance buildings, a library, dormitories, a guesthouse, staff quarters, the principal's residence, and a dedicated playground. The entire campus spans 3092.27 square meters over an expansive 42-acre land area. Infrastructure facilities are the key for effective and efficient conduct of the educational programmes. Infrastructure and Learning Resources of the college are in a good state. Continuous augmentation enables it to keep pace with academic growth. The campus features modern amenities such as four ICT-enabled classrooms, a seminar hall, seven counseling

rooms, two reading rooms, a health and yoga room, a cultural activity room, an ICT lab, a research room, and a sick room. The college library, automated with Libraria Software, serves as an invaluable resource with 15,649 volumes and four periodicals. Access to e-books and journals is facilitated throughout the campus for the benefit of both teachers and students. The college is equipped with 25 computers, two laptops, nine printers, five scanners, two copiers, three LCD projectors, three sound systems, one smart board, Quick Heal security, and a robust network infrastructure featuring LAN and WiFi connectivity across the entire campus.

A state-of-the-art Digital English language lab has been established, utilizing ACE digital language lab software and comprising 10 computers along with essential accessories.

The institution ensures uninterrupted operations through an effective power supply maintained by inverters and a UPS backup system. Separate offices equipped with VRIDDHI ERP software and a Record Room cater to administrative and examination tasks. Critical systems, including the library, VRIDDHI ERP, Tally, and LIBRERIA software, are covered by Annual Maintenance Contracts (AMC).

The campus features a well-kept garden, a canteen, and facilities for individuals with disabilities, including ramps, wheelchairs, and accessible restrooms. Security measures include a 16-camera CCTV monitoring system and a comprehensive fire safety system. Rooftop solar power generation units with a combined capacity of 21 KW reflect the institution's commitment to sustainable energy practices. Adequate restroom facilities are strategically distributed across 30 blocks for the convenience of the college community.

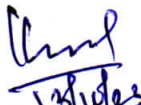
Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.1 QIM	Student council is active and plays a proactive role in the institutional functioning
5.4	Alumni Engagement
5.4.1 QIM	Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.
5.4.4 QIM	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.

Qualitative analysis of Criterion 5

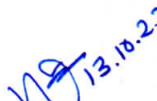
The college prioritizes students, creating an environment that goes beyond academics to foster holistic empowerment. The focus is on intellectual acuity, physical vigor, economic resiliency, and social wellbeing, particularly for those from socioeconomically disadvantaged backgrounds. Policies and Procedures serve as wings, guiding students toward scholarships and freeships. 87.56% of students have benefited from support offered by both governmental and non-governmental organizations.

Six tailored programs aim at sculpting each student into a masterpiece of capacity and talent. Personalized counseling and coaching propel 66.32% of students to reach their full potential. The Career Guidance and Placement cell orchestrates various placement seminars and drives. Out of 55 outgoing students, many find cosmic positions, aligning with their aspirations. As 21 graduates embark on the ship of higher education, we celebrate not just their departure but the promising journey ahead.


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The Student Council is not just a representative body but the curator of campus vibes.

They infuse energy into festivals and annual events, ensuring each note reflects the dynamic spirit of the community. Deserving students are not only acknowledged but adorned with Endowment Prizes, shining gems in the crown of brilliance. Each award serves as an invitation to bask in the limelight of their accomplishments. The Alumni Association is a crucial contributor to our legacy. Their generosity is evident through the provision of 80 books, advice lectures, donations, and mentoring sessions.

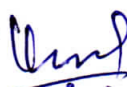
Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission
6.1.2 QIM	Institution practices decentralization and participative management
6.1.3 QIM	The institution maintains transparency in its financial, academic, administrative and other functions
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	Effective implementation of welfare measures for teaching and non-teaching staff is in place
6.3.5 QIM	The institution has a performance appraisal system for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal or/and external financial audit regularly
6.4.3 QIM	Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies
6.5.2 QIM	The institution reviews its teaching-learning process periodically through IQAC or any other mechanism
6.5.5 QIM	Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Qualitative analysis of Criterion 6

The governance of our college is a dynamic dance aligned with national higher education policies. The ballet features the reconstitution of the Governing Body, CDC, and IQAC in harmony with legislative requirements.


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Twenty-six meticulously defined policies span e-Governance to Ethics. These policies evolve to meet the changing needs of the times, creating a symphony of accomplishments guided by the Perspective/Strategic Plan 2017–2022.

Staff welfare is a sincere waltz, encompassing statutory welfare programs, financial aid, Rayat banking initiatives, medical assistance, awards, and a professional development pas de deux through training and promotions. CAS through PBAS forms an educational sonata with one maestro, three virtuosos, and five aspiring artists. Six professors embark on a global tour through conferences and seminars, while ten staff members engage in transformative FDP/training programs. Financial crescendo: Rs. 6,79,591 from NGOs, benefactors, and compassionate individuals. Grants from the BOD and UGC support the establishment of hostels, labs, NRCs, and virtual classrooms, turning the financial performance into a masterful composition. IQAC orchestrates AAA audits, AQARs, Green and Environmental symphonies, Feedback systems, and a harmonious transition to a paperless society. IQAC serves as the composer of quality, facilitating effective use of ICT, e-content development, and a melodic crescendo of online learning during the pandemic. Post-accreditation, a chorus of accomplishments includes ISO 21001:2018 certification, participation in the AISHE survey, harmonious MoUs and Collaborations, and a grand finale of Joint activities.

Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics (QIM) in Criterion 7)

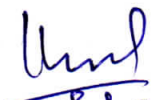
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements
7.1.2 QIM	Institution has a stated policy and procedure for implementation of waste management
7.1.5 QIM	Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment
7.1.8 QIM	Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC format given on its website)
7.3	Institutional Distinctiveness
7.3.1 QIM	Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Qualitative analysis of Criterion 7

A shining example of social dedication and environmental awareness, gender fairness and

inclusion are extensively promoted at Swami Sahajanand Bharati College of Education. The organization has received several awards for its programs, which are supported by effective statutory cells that handle anti-ragging, sexual harassment, grievance resolution, and women's empowerment. A supportive atmosphere is aided by exceptional amenities for women, including security measures, counseling services, health centers, common areas, reading rooms, hostels, daycare centers, restrooms, and vending machines for sanitary pads.


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The institution supports the Earn and Learn Scheme as an example of its dedication to giving students financial independence. A comprehensive approach to education is demonstrated by programs like the Fearless Girl Campaign (Nirbhay Kanya Abhiyan), the Beti Bachao Beti Padhao mission, digital literacy, entrepreneurial development, and personality and skill development, the commemoration of holidays, occasions, and other occasions that are national and international days, events, and festivals enhances the cultural and social fabric of the institution

The college encourages energy conservation through the use of solar panels, solar water heaters, sensor-based energy conservation, LED usage, and effective power tools in its pursuit of sustainability. Green, environmental, energy, educational management, fire safety, and gender equality are all included in quality audits. Environmental responsibility is enhanced through effective waste management techniques and water conservation programs, such as rainwater collecting and bore-well recharging. The college's dedication to diversity extends to its accommodations for Divyangjan people, creating a welcoming and barrier-free environment. A holistic approach to environmental sustainability is exemplified through Green Campus efforts including boosting public transportation and e-bikes, medicinal plant saplings, plant QR codes, bird feeds, and nesting boxes.

Instilling human values and ethics via initiatives like tree planting, the Swachh Bharat Abhiyan, and awareness campaigns, Swami Sahajanand Bharati College has won 56 awards and accolades.

The university has acknowledged and honored The Sahajanand Magazine, demonstrating the organization's dedication to literary and artistic activities. The college actively supports charitable causes, making donations to the Covid-19 pandemic awareness campaign, the Kerala Relief Fund, the Flood Disaster Relief Fund, and donation efforts that include blood drives. Among its 26 best practices, two stand out for demonstrating the institution's dedication to academic achievement and community service: a project on fostering a reading culture among school pupils; and the organization of workshops for Teacher Eligibility Tests (TET/CTET/TAIT). The college's commitment to producing leaders is further demonstrated by the NSS Outreach program and National Priority Programme (NPP).

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

1. The College has 2(f) and 12(b) status of UGC and the grant -in- aid institution of State Govt..
2. It is run by the well-reputed trust, which manages number of educational institutions including schools and colleges.
3. A committed band of teacher educators and supportive staff.
4. The institution is situated in a multicultural, spiritual and communally generous environment.
5. The institution enjoys the appreciations of rural students as it offers opportunities for teacher education.


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Weaknesses:

1. Non availability of Non-Salary Grant
2. No Interdisciplinary Programs
3. Restrictions on the Appointment of Permanent Staff.
4. Limited Scope in the Revisions and Modifications in the Curriculum at the Institute Level

Opportunities:

1. Starting 4-year Integrated Teacher Education Programme
2. Starting a greater number of Skill-Development and Vocational Courses
3. Increase in representation of Teachers on University Authorities
4. Scope for Inter-University Student Exchange Programmes
5. Scope for Collaborative and Sponsored Research Projects
6. Competing for Financial Support under various Government and Non-Government Schemes

Challenges:

1. Keeping pace with the rapid changes in the field of Teacher Education
2. Aligning Programs and Updating Curriculum to satisfy the objectives of NEP 2020
3. PG Course in Teacher Education is permanently self-financed
4. The Alumni input and support in terms of academics and donation
5. Maintaining quality standards in the face of unhealthy competition from private colleges
6. Execution of Collaborations with various institution


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Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- LCD projectors are to be installed in all classrooms
- English language communication skills be enhanced
- more skill development/ Add-on courses to be introduced to enhance the student's employability opportunities
- Developing e-content, MOOCs, and databases for further research should be encouraged.
- A Three year integrated B. ED/M. ED or a four year integrated BA/B.Ed.; B.Sc/B.Ed; B.Com/B.Ed courses need to be initiated as per NCTE regulations laid down by NEP—2020.
- Institute may seek autonomous status.
- The teachers of the institution should be encouraged to seek for projects from various external funding agencies like UGC, DST, DBT, MHRD, Tribal affairs, Social Welfare and other allied organizations. Further the faculty needs to be encouraged to improve their academic profile
- Enhance access for differently abled students
- The faculty must produce more e-contents and self-learning materials and should be uploaded in the college website.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution



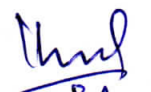
Seal of the Institution

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S.S.B. College of Education
Shrirampur, Dist. A.Nagpur



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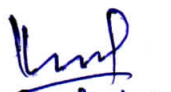
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1	DR. NARENDRA CHOTALIYA	Chairperson	NJ 13.10.2023
2	DR. ADAM PAUL PATTETI	Member Co-ordinator	P. S. 13/10/23
3	DR. THOMAS ALEXANDER D	Member	13/10/23
4	Dr. Wahidul Hasan	NAAC Co - ordinator	

Place Shrirampur

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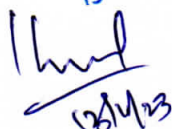


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SWAMI SAHAJANAD BHARATI COLLEGE OF EDUCATION
 Dist. Ahmednagar
NAAC Peer Team Visit: Cycle- III
 Date of Visit: 12th & 13th September, 2023



	Peer Team Visit Schedule	Time
Day 0	Peer Team Discussion (Pre-visit meeting at the place of stay)	17:00 – 19:00 hrs
DAY - 1		
Day - 1	Presentation by the Principal	9:00 am – 09:40am
	Presentation of IQAC	9:40 am – 10:00am
Day - 1	• ICT and English Language Laboratory • Language Resource Centre • Lesson, Internship/ Research Cell	10:00am – 11:00am
Day - 1	• Examination Cell • Personality Development Cell • College Magazine/ Placement Cell / NPP Activities	11:00am – 11:30am
Day - 1	• Short Term Courses/Value added courses cell • Cultural and Sport activity Cell	11:30am – 12.00 pm
	• Library • Pedagogy Resource Centre • NSS Department Activities	12:00 -01:00pm
Day - 1	• Lunch on meeting:	01:00pm – 02:00pm
Day - 1	Interactions with- a) Alumni b) Parents c) Students d) Non-Teaching Staff	02:00pm – 03:30pm
Day - 1	Visit to Boys' Hostel Visit to Girls' Hostel	03:30pm – 04:30pm
	Tea break	04:30pm – 05:15pm
Day - 1	• Cultural programmes by Students	05.15pm – 06:00 pm
Day - 1	• Team Discussion at the place of stay	07:00pm – 08:30 pm

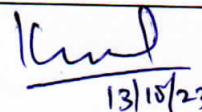

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DAY - 2		
Day - 2	<u>Activities / Meeting</u> • Visit to Practicing Schools • Visit to Adopted village	09.00 am– 10.15am
Day-2	<u>Finalization of the Peer Team Report Draft</u>	10:15 am– 12.15pm
Day-2	<u>Discussion with Head of the Institution and IQAC Co-ordinator on outstanding issues</u>	12.15pm -01.00pm
Day-2	<u>Lunch</u>	01:00pm - 02:00pm
Day-2	<u>Report writing continues.....</u>	02:00pm - 03:00pm
Day-2	<u>Sharing the Peer Team Report with Head of the Institution</u>	03:00pm - 04:00pm
Day-2	<u>Finalizing the Peer Team Report (Signatures to obtain from Head of the Institution and Peer Team Members on,</u> i) Peer Team Report; ii) Visit Schedule; iii) Code of Conduct and Ethical standards)	04:00pm - 05.00pm
Day-2	<u>Exit Meeting</u>	05:00pm - 05.30pm

 13.10.23	 13/10/23	 13/10/23
Prof. Narendra Chotaliya (Chairman-NAAC PEER TEAM)	Prof. Adam Paul Patteti Member - Coordinator	Prof. Thomas Alexander D. Member




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PRINCIPAL
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