



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SSPM COLLEGE OF EDUCATION

AT. PO. TEHU , TAL. PAROLA , DOST. JALGAON

425111

sspmbd.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sahajeevan Shikshan Prasarak Mandal, Tehu, Tal. Parola Dist. Jalgaon was established and registered vide registration number Maha/1299/Jalgaon on date 19/07/1990 with great visionary thoughts of Adv. Shri. Vasantryao J. More (Ex. M.P. and Ex. M.L.A.) by providing opportunities for higher education to the students from rural area.

Parola taluka is small developing area. Adv. Shri. Vasantryao J. More which is M.L.A. from the same constituency of concern parents of Parola-Bhadgaon legislative assembly.

SSPM realised to need to educate youth in rural sense and prepare them for future challenges. Sahajeevan Shikshan Prasarak Mandal, Tehu established SSPM's College of Education (Affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon) in 2005. The college offered B.Ed. course. Initially it was one year course. Since 2015 the college is running two years B.Ed. course.

Vision

The vision of the institute to provide good teachers for the society to build the nation.

The teacher is a lifelong learner. The institute is to provide good teacher education to face the challenges of society.

Mission

To impart programme of education to students to make them knowledgeable and skillful teacher for the society.

SSPM's College of Education is committed for educating next generation professional and academic leaders who join us transforming society through collaboration innovation and knowledge creation.

- To provide quality teacher education.
- To prepare efficient, committed teacher.
- To prepare capabilities for inculcating national values and goals as mentioned in the Constitution of India.
- To acquaint students regarding role of teacher in national development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Sahjeevan Shikshan Prasarak Mandal, College Of Education is located in developing region of Parola and Bhadgaon Tehshil. It is only college in two tehshil.

2. Neat, clean and safe pollution free campus of 3.97 acres.
3. Regular and approved Principal.
4. The University has implemented annual CBSS pattern for Teacher Education Programme.
5. Adequate learning resources and expanding infrastructural facilities as per need.
6. Our President is also Chairman of Secondary Schools governed by another management to provide the hands on practice for school based practices and internship programme.
7. Institute has available additional infrastructural facilities in the campus.
8. Institute has available two computer labs with internet developed by our Sahjeevan Shikshan Prasarak Mandal which is our trust.
9. Library with sufficient no. of books and journals , containing three computers with internet.
10. A well defined student admission policy.
11. Internship opportunities and teaching practice for students in top schools of Parola City.
12. Transparent feedback system
13. Easily accessible location of institution

Institutional Weakness

1. Lack of permanent teaching staff.
2. Lack of interest in research work.
3. Lengthy admission process conducted by Government CET Cell every year.
4. Inadequate water resources during summer.
5. The fee structure is fixed by Shikshan Shulk Samiti for every three year which is insufficient to pay government scale to our staff.
6. Very less number of publication in research journal.
7. Non participation of students in National and International level.
8. To conduct internal and external examination in time is dependent on admission process.

Institutional Opportunity

1. Financial contribution of Alumni to the institution can be calibrated.
2. Scope for generating new interdisciplinary courses.
3. To restart YCMOU distance education centre to conduct M.A. (Education) and D.S.M. courses for Inservice teacher.
4. To start add on courses.
5. To obtain corporate funds for college development.
6. To organize more faculty development programme.
7. Increase in internship linkages to providing better opportunities to students.
8. To increase credit based system of courses.

Institutional Challenge

1. Highly qualified staff is not available because of self financed college.
2. Teaching staff from reserve category is not available.
3. The students are from weaker socio- economic and rural background.
4. The admission procedure is centralised and done by Govt. of Maharashtra.
5. The regional language schools are shutting down decreasing opportunities for Marathi medium.
6. After COVID 19 pandemic college has decline which impacts revenue and programme.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular aspects of SSPM College of education is governed by KBC North Maharashtra University Jalgaon. College executes the curriculum provided by University very effectively.

Our college remains direct and indirect contact with BOS and faculty of Education of KBC North Maharashtra University, Jalgaon. Prin Dr Sanjay G More was BOS and Faculty member, for any changes or improvement in curriculum. Planning of implementation of the curriculum is done in transparent and effective manners in the institution through academic calendar session plans and time table.

The syllabus pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. Academic process is streamlined with time tables workloads and other administrative tasks prepared well in starting of new sessions. Elective papers in the curriculum have always been retained to maintain flexibility. The students are given choice to choose elective courses based on their aptitude skills and aspiration. To Develop skills and for professional enhancement of students college has introduced main value added courses and self-study courses for students. The Curriculum is design by University in such a manner that students can naturally learn. Faculties also try inculcating the national and international cross cutting issue in classroom. Seminars project work and group discussion has been organized on different topics to develop a constructivist approach. Experiential learning through internship projects and field trips is specially facilitated. The college engages its staff and students in several co-curricular activities and commemorative day celebration extensions and outreach programs etc. To enrich them with wide variety of co-curricular development genders sensitization awareness to environmental issues shaping moral and ethical values better career options and community orientation. As a learning organization is focus on improving so continuous process of obtaining feedback from different stakeholders is followed to make our student employable and a good citizen of the society.

Teaching-learning and Evaluation

The institutions ensure access and support to students from all sections of society. The college has well designed policy “Policy for classifying students into different Learning levels and catering them according to different levels” for students.

The college has been upgrading its IT infrastructure regularly. Students are motivated to use ICT support for their learning, Practice teaching, Internship and cocurricular activities.

Different opportunities are provided to the students to develop competencies and skills related to school based practices, communication, construction of assessment tools and organizing events etc. Internship is planned very systematically in renowned schools of Jalgaon city. Effective monitoring mechanism is in place during internship programme. The college has well qualified faculty involved in teaching-learning and research. Teachers are regularly updated with the teaching-learning and evaluative methods by organizing various workshops. Continuous Internal Evaluation is done in accordance with academic calendar maintaining transparency and fairness in evaluation.

Infrastructure and Learning Resources

The college provides adequate infrastructural facilities like multipurpose hall, Seminar hall, 7 Classrooms/ Micro teaching room/ Method room , psychology lab, science lab, art and craft lab & Music, computer lab, Mathematics lab, store room, canteen, washrooms, IQAC room, separate girls’ and boys’ common room, big playground.

The College has Girls hostel for providing accommodation to women trainees as well as boys coming from distant places. The College ensures a green campus with “No plastic Zone” and “No Smoking Zone”. “Tobacco free campus” Besides undergoing teaching internship programmes, the trainees participates in several cocurricular activities including community involvement programme etc.

The library is well defined, Wi-Fi enabled and well equipped with all the facilities for students and faculty members and it consist wide varieties of text books, Reference books of various subjects, magazine, Journals, free e books, online free e-journals. Library have 3 computers with internet facility. Library have software E library manager.

To keep pace with the academic growth institution provides Wi-Fi facility for staff and students. The college makes great efforts to provide the latest technology to students keeping them up to date with the world. ICT

facility is available to students and staff for activities related to teaching-learning process.

Student Support and Progression

The institutions ensure access and support to students from all sections of society. The college has well designed policy “Policy for classifying students into different Learning levels and catering them according to different levels” for students.

The college has been upgrading its IT infrastructure regularly. Faculty members focus on developing econtent. Students are motivated to use ICT support for their learning, Practice teaching, Internship and cocurricular activities.

Different opportunities are provided to the students to develop competencies and skills related to school based practices, communication, construction of assessment tools and organizing events etc. Internship is planned very systematically in renowned schools of Parola city.

Effective monitoring mechanism is in place during internship programme. The college has well qualified faculty involved in teaching-learning and research. Teachers are regularly updated with the teaching-learning and evaluative methods by organizing various workshops. Continuous Internal Evaluation is done in accordance with academic calendar maintaining transparency and fairness in evaluation.

Governance, Leadership and Management

The Institution has decentralized administration. The teaching subjects and committee works are distributed on the basis of their subject specialization for teaching staff. For providing practical experience about functioning of institutional work, students are also associated with different committees with teachers. Institution maintains transparency in its functions by periodic audits, for academic, admin and library related processes.

For academic, library, teaching learning, infrastructure and sports related improvement, feedback mechanism is taken for improvement from various stake holders like students, internship schools, alumni. Major activities of the institution are organized under the guidance of IQAC Cell. The functioning of the institutional authorities is effective and efficient and is visible from policies, administrative setup, appointment and service rules, and procedures like publishing advertisement, invitation for interview, issuing joining letter etc.

The institution policies are shared with the staff for its transparency and effective administration. Administration of the institution is done mostly through the e-governance. All the Statutory work like admission, examination various compliances from the university, government bodies related work is done with the help of technology. Institution follows an effective implementation of welfare measures for teaching and non-teaching staff by providing EPF and DL as well as financial assistance for FDP/seminar/conference. In Case of financial emergency financial assistance in form of salary advance is also provided to staff.

Institutional Values and Best Practices

Sahjeevan Shikshan Prasarak Mandal, college of education Pioneered in displaying the best institutional values and practices.

FIRST BEST PRACTICE

Comprehensive Student Monitoring:

Mentor plays vital role in development of students by providing professional and personal advice to improve his/her participation in academics and cocurricular activities.

Objectives:

Identify and mitigate psychology, societal and other issues faced by students and refer them to experts. Make students self-aware of their strengths and weakness

Context: SSPM College Of Education has well-established system to inculcate discipline, punctuality, regularity, and motivate student-teachers by monitoring their activities supported by organizational structure, policies, and practices.

Practice: Mentor collects personal information of student without touching sensitive issues of forcing any information and provides counselling.

Critical issues are brought to notice of Principal.

Mentor meets Mentees informally outside class hours as well and guide them regarding career options. Students may get lost with too many students in same class from different backgrounds. They face stress of complex course, peer pressure and emotional immaturity. Class-in charges, Principal, regularly monitors, enquires and counsel students and parents. Principal to review punctuality and regularity of students. Weight age of five marks is given to attendance in internal assessment to improve student's regularity.

Responsibilities of Mentor: Meet group of student's at-least ones in a month. Continuously monitor, counsel, guide and motivate students in all academic or personal pursuits and maintain its record.

Evidence of Success: Enhancement in performance of students due to regular monitoring and discipline is evidence of success.

SECOND BEST PRACTICE

Visit to Mentaly Retarded Boys- Girls school:-

Sahjeevan Shikshan Prasarak Mandal, College Of Education Principal, Staff and students visits to ParishramMentaly Retarded Boys and Girls residential School, Parola. Students takes cleanliness drive there. Our students interact with the challenged children and understands their problems. College distributes food and sweets to the children to that school. Our college students organizes various activities for the school students such as story telling, songs, entertainment. We provide some grocery for the school.

Research and Outreach Activities

SSPM College of education is keenly involved in creating and promoting research culture amongst the faculty and Students College in its institution of budget makes provision for research and development.

SSPM College of education has design the research policy to promote the research the motivating the faculty members and students. Our faculty member publishes books.

The college regularly conducted various outreach activities in the neighbourhood community. The college organizes different programmes such as celebration of world aids day, World Environment Day, International Yoga Day, International Women Day, vaccinations, women empowerment, etc.

We have MOUs till date, many activities are conducted under MOU for student's development and Progress. Institution has Linkage with many schools and colleges for conducting academic and educational activities, also jointly organizing events such as principal talks, events, guest sessions etc.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SSPM COLLEGE OF EDUCATION |
| Address | At. Po. Tehu , Tal. Parola , Dost. Jalgaon |
| City | Parola |
| State | Maharashtra |
| Pin | 425111 |
| Website | sspmbd.org |

| Contacts for Communication | | | | | |
|----------------------------|--------------------|-------------------------|------------|-----|----------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Sanjay Ganesh More | 02597-294430 | 9422213875 | - | bedtehu@gmail.com |
| IQAC / CIQA coordinator | Sachin Sureh Pawar | 02597-292444 | 9975040880 | - | pforsachin@gmail.com |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-------------|--|-------------------------------|
| Maharashtra | Kavayitri Bahinabai Chaudhari North Maharashtra University | View Document |

| Details of UGC recognition | | |
|----------------------------|------|---------------|
| Under Section | Date | View Document |
| 2f of UGC | | |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| NCTE | View Document | 30-01-2017 | 89 | We have received revised order from NCTE for our intake |

| Recognitions | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | At. Po. Tehu , Tal. Parola , Dost. Jalgaon | Rural | 3.975 | 2082 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BEd,Education,General | 24 | Graduate | Marathi | 55 | 51 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 6 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Yet to Recruit | 0 | | | | 0 | | | | 4 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 3 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Yet to Recruit | 0 | | | | 0 | | | | 2 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 5 |
| Recruited | 4 | 0 | 0 | 4 |
| Yet to Recruit | | | | 1 |

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

Qualification Details of the Teaching Staff

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

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 22 | 0 | 0 | 0 | 22 |
| | Female | 29 | 0 | 0 | 0 | 29 |
| | Others | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students admitted to the College During the last four Academic Years

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC | Male | 1 | 1 | 1 | 2 |
| | Female | 1 | 2 | 2 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 1 |
| | Female | 3 | 0 | 4 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 17 | 13 | 11 | 12 |
| | Female | 11 | 17 | 20 | 20 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 3 | 6 | 4 | 6 |
| | Female | 11 | 7 | 7 | 6 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 1 | 2 | 0 | 1 |
| | Female | 2 | 2 | 3 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 50 | 50 | 52 | 51 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | The college conducting B.Ed. programme under the faculty of interdisciplinary studies affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. This programme is recognized |
|---|---|

| | |
|--|--|
| | <p>by NCTE. The college have been implemented CBCS structure of affiliated University. It includes core courses (CC), Discipline Specific Elective (DSE), Applied Elective Courses (AEC), Skill Enhancement Courses (SEC) and Field based activities. The students from various faculties are eligible for the admission as per rules and regulations of CET cell and Admission Regulating Authority of Govt. of Maharashtra.</p> |
| 2. Academic bank of credits (ABC): | <p>Academic Bank of Credit facility is provided by the affiliating university and the institute to all the students as per directions of UGC and ministry of education. The students can study from various institution for various courses and the credits are considered for the competition of concern programme. the college have provided the guidance and facility originally envisioned by the Government of India in the National Education Policy (NEP) 2020. College sent ABC ID information to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. All the admitted students ABC ID sent to the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon.</p> |
| 3. Skill development: | <p>The skill based programme and activities are considered in the syllabus like micro-teaching, school based practice, Internship. We develop teaching skills among students through micro-teaching and practice teaching lessons. The B.Ed. syllabus is based on practical approach to inculcate the universal human values among the students teacher. It is also useful for skill development among the students. The core content of this curriculum is to enhance the professional abilities in the field of teacher education.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>The curriculum of framed with appropriate integration of Indian Knowledge System. The ability enhancement courses are added in curriculum to enhance the arts and culture through Drama and Arts, Yoga education, Parenting education, Disaster management, Reading and reflection on texts and life skill education. the curriculum framing is based on NCTE 2009. The traditional knowledge of India is both sustainable and strives welfare of all. The curriculum is based to enhance the professional capabilities of students for better performance in the teaching profession.</p> |

| | |
|--|---|
| 5. Focus on Outcome based education (OBE): | The curriculum is based on outcome based education with specified objectives to achieve the goals of education. The college has been provide many opportunities to participate to perform in curricular and co-curricular activities for students to achieve the goals. All the students have to perform practice teaching school based activities in secondary schools. They also undertake the internship for 12 weeks (3 months) to realize the practical experience in secondary schools to achieve goals and objectives. |
| 6. Distance education/online education: | Guidance for distance education is provided to students as per their needs. |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | No |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The students already crossed the age of 21 before taking the admission to this professional course. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | No |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | No |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible | No |

students as voters.

Extended Profile

1 Students

1.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 102 | 100 | 100 | 95 | 100 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Any other relevant information | | View Document | | |
| Other Upload Files | | | | |
| 1 | | View Document | | |

1.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 50 | 50 | 50 | 50 | 50 |
| File Description | | Document | | |
| Letter from the authority (NCTE / University / R | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

1.3

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 25 | 25 | 25 | 25 | 25 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Central / State Govt. reservation policy for adm | | View Document | | |

1.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 50 | 50 | 50 | 45 | 50 |
| File Description | | Document | | |
| List of final year students with seal and signat | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

1.5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 26 | 22 | 42 | 43 | 41 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Consolidated result sheet of graduating students | | View Document | | |

1.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 52 | 50 | 50 | 45 | 50 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Enrollment details submitted to the state / univ | | View Document | | |

2 Teachers**2.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 6 | 6 | 5 | 5 | 5 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Copy of the appointment orders issued to the tea | | View Document | | |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 6 | 6 | 6 | 6 | 6 |
| File Description | | Document | | |
| University letter with respect to sanction of p | | View Document | | |
| Any other relevant information | | View Document | | |

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 21.49 | 16.08 | 10.33 | 30.19 | 21.44 |
| File Description | | Document | | |
| Audited Income Expenditure statement year wise d | | View Document | | |

3.2**Number of Computers in the institution for academic purposes..****Response: 27**

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Curricular aspects of B.Ed. course in Sahjeevan Shikshan Prasarak Mandal, College Of Education are governed by Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, Maharashtra as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various well-structured processes that enable communication and dialogue among the various stakeholders groups and the university within the larger societal context.

The college level meetings are held before the start of new Academic year to discuss and plan in advance the execution of course in the subsequent year. Teaching focus, class assignment, internal assessments, use of reference materials, Teaching Aids for student teachers are discussed. The college has practice of inviting external experts with the view to ensure quality of education and objectivity in the teaching learning process. We at SSPM College of education also focus on mid of year curriculum planning to ensure whether any plan is being followed or any changes required. The feedback taken from the students at the end of the session gives us an overview of what should be improve and removed in order to make the teaching process and content more student friendly.

Being an affiliated college of KBCNM University we do not have much leverage in revising or removing the content but we definitely forward our feedback every year to the university official based on the views received from Experts, Employers, Teaching Practice Schools, Students, Alumni and Teachers etc. so that necessary actions can be taken by the university.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 15 | 15 | 15 | 12 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 15 | 15 | 15 | 12 |

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

1.2.2

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

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 00 | 00 | 00 | 00 | 00 |

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

1.2.3

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

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 00 | 00 | 00 | 00 | 00 |

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

1.2.4

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

through

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses | View Document |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

1.2.5

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

A Fundamental Understanding of the field of Teacher Education:

To give understanding about the field of teacher education, number of efforts are made by the institutions liked Induction orientation programme is conducted for the newly admitted students in which they are made aware about the PLOs of B.Ed. programme. The syllabus is introduced to the students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year courses of teacher education this all is oriented to them by the principal of the institute. In the same direction numbers of expert talks are arranged for the students and the resources persons are invited from the field of teacher education like Principals of different schools, members of different eminent organizations who make the students aware about the field of teacher education by talking on different topics related to teaching profession.

Procedural knowledge that created teachers for different levels of school education skills that are specific to ones chosen specialization:

The curriculum followed by the institute which is a affiliated KBCNMUniversity, Jalgaon helps students gain systematic knowledge and develop different skills through the course like skill development programme which include micro teaching skill like skill of SET Induction, skills of questioning, skill of Illustration with example, skill of Black Board writing, skill of stimulus variation and Reinforcement and Integration lesson. The two pedagogy courses which are choose by the students provide opportunities to develop the skills of creating Teaching Learning materials in the subjects chosen, preparing activity based lesson plans organizing exhibitions etc. Trough conducting group discussion / group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding all the activities involved in these courses which help in the holistic development of our student teachers.

This procedure is followed systematically every year.

Capability to extrapolate from what one has learnt and apply acquired competencies:

The curriculum aspects of courses at the institute are governed by KBC North Maharashtra University which provide opportunities of application based learning to student teachers. Through different courses like Teaching Learning competencies which include Reading and Reflecting on text, this enables student teachers to enhance their capabilities as readers and writers by becoming participants of reading and they apply these acquired competencies in actual classrooms.

Another course is a part of the curriculum which is very essential in today's scenario is learning to use computers this course provides opportunity to students-teachers to learn and prepare multimedia presentations which is an essential requirement of their professional life. The students make assignment on preparing Blueprint and constructing achievement tests. Skills / Competencies such as: Emotional Intelligence, Critical thinking, Negotiation and Communication skills, Collaboration with others etc.

The institute emphasizes strongly on developing different skills among the students. The transaction of various courses at the institute has strong focus on developing skills and competencies among the students. For developing Emotional Intelligence the course on understanding the self focused on aspects of development of the inner self revisiting ones childhood experience-influences, limitations and potentials-while empathizing with one's childhood and also the childhood experience of one's peers. Research projects are done by the students where students work on solving problems and develop their critical thinking the opportunity of reviewing an educational website and reflection on OER is also done by students to develop their critical thinking Communication skills are developed through the courses Drama and Art in Education. Numbers of opportunities are given to students to establish collaboration with others by doing surveys which are a part of different courses and organization of exhibitions with peers.

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

1.3.2

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

Response:

The college aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the school system in which they have to work. In this streamline the students are made aware the development of the school system in India through briefing them about the various commissions, Policies or Acts.

They were made aware about the popular Boards in India like CBSE, ICSE, IB, and State Boards. They are assigned different group activities so that they can do team work and search upon these aspects in more detail. In this regards a departmental meeting is organized for planning activities and assigned activities to the students. For this purpose students are divided in groups randomly according to their registrations numbers and a total of four activities were planned: Project, Seminar, Group Discussion and Multimedia Presentation through which the task was accomplished successfully.

The Topics framed in this line were:

- 1) Project on Development of the school system in India after Independence.
- 2) Seminar on Diversities in various Boards of school education in India with respect to Functioning, Norms Standards, Assessment system.
- 3) Group Discussion on state wise variations in school system in India.

The topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students. As and when required by the students guidance was provided to them on completion of the activities. Students became familiar with the diversities in the school system in Indian as well as in an International and Comparative Perspective

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

1.3.3

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

Response:

The designed curriculum helps students to understand the inter connectedness of various learning

engagement as well as steadily getting ready how they enter from lower to higher class and in the final year become completely ready for the professional field. In this way direction number of practical courses is introduced to students which start from their First year with orientation and demonstration of Micro Teaching Skills. Here focus is on lesson planning and Teach-Re-Teach of different teaching skills namely-Set Induction, Questioning, Explanation, and Illustration with example, stimulus variations, and Black Board writing skills. After this for enhancing student teacher skills Integration lessons are introduced opportunity is given to practice various skill of teaching in an integrated way.

In second half of year Student Teacher move to a higher level and engagement with field is done where the student teacher are supposed to plan and conduct lessons of 30 minutes duration in schools under guidance of teacher educators. Here emphasis is given on using appropriate teaching aids, models of teaching, games, questions, illustration, and scope for student's active participation. This practice teaching is followed by Internship of 15 weeks in a school, where students are involved in lots of activities like study of Time-Table, year plan, Unit plan, Lesson Plan of school Teacher, co-curricular activities conducted in school, Morning assembly and Display Boards of school., observation of school facilities such as science laboratory, library, playground, sports facilities, computer laboratory, geography room, drawing room, music room, knows about headmasters work, head clerk work, planning and conductive minimum two periods per day, preparing and implementing a unit test including easy type, short answer type and objective type test items and making blue print under guidance of teacher in school and assessing answer sheets, presentation and interpretation of results, giving feedback to students.

Student Teachers using a constructivist approach in teaching, identifying learning difficulties of students preparing and implementing remedial material. Preparation of test items, learning about various registers in office, conducting assembly, and organization of co-curricular and health related activities, conducting interview of Headmaster to know more about school functioning, innovative practices etc.

At the end of IInd year our student teachers prepare a portfolio file the objective is to enable the student organizes ideas, thoughts and evidence systematically-express ideas and thoughts about various aspects of education reflect on experiences obtained during the B.Ed. program. Thus all these activities which move from lower to upper level prepare students for their professional field.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 98.8

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

2.1.2

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

Response: 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 25 | 25 | 25 | 25 |

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

2.1.3

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

Response: 0.81

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| List of students enrolled from EWS and Divyangjan | View Document |
| Data as per Data Template | View Document |
| Certificate of EWS and Divyangjan | View Document |
| Any other relevant information | View Document |

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Response

Details of assessment process to identify learning readiness and learning needs to diversity that exist among students. The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program.

Students are counselled at the time of admission and an orientation program is organized in which students are familiarized with the course. Mode of internal assessment as well as facilities available in college.

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 medium of instruction. Students with diversity are identified through 'Diagnostic' and learning readiness Test'. Previous year marks, classroom participation and are nurtured according to their needs.

The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided an appropriate learning environmental based on the needs of the students. Their academic needs are assessed and department makes sure that they provide the required support to the student be it technological or verbal to ensure better learning. * Academic Support Students are informed about their level of learning and support is provided to them accordingly. SSPM College of Education is focused to provide every type of possible academic support to the students. Some of them include Guest lectures, workshops / seminars, Groups discussion, Remedial classes etc. A well-stocked library and computer resource centre provide all students access to books, Journals and e-resources. Academic support is provided to different ways as discussed below:

For Slow Learners –

To cater the needs of low learners, special remedial classes are organized by teachers. With the increase in number of students from Marathi medium schools, the medium of instruction is now bilingual.

For Moderate Learners

Well framed time table which includes all type of activities and classes is top most priority. Peer tutoring is emphasized so that all types of learners can be benefited. Guest lectures are also arranged for them.

For Advance Learners

Advance learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with the open educational resources to read in detail

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: C. Any 3 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 17

2.2.4.1 Number of mentors in the Institution

Response: 6

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

SSPM College of Education has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teaching for enhancing students learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, group discussion, online mode through involving different activities and the college has also made policy upon multiple modes of learning.

Experiential Learning: Demo and practice session for Micro teaching skills, Demo and practice sessions for integrated teaching are organized in a simulated condition. Students are given opportunities

to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators.

Participative Learning: To ensure student centered learning, the institution organizes different guest lectures and workshops and also encourages students to organize class seminars; making teaching learning materials, organizing Exhibitions, participation in programmes both intra college competitions etc to develop participative learning among all the future teachers.

Problem Solving Methodologies: To develop problem solving abilities of the students, opportunities and proper guidance is given to the students to conduct research and case study as a part of their curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions to the problems.

Brainstorming: Different individual and group activities like essay writing, poetry writing, and elocutions are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that teach trainees also learn how to use this as a method in their teaching.

Group discussion: Teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions students are the active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion.

Online mode: In the period of pandemic Conducting online classes through Zoom, Google Meet, Use of Whats app groups, sharing of e resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students. Various online assessment tools like Google forms, etc. are also taught to the students which can be used by them further.

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

2.3.2

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

Response: 0

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management

Systems (LMS), e-Learning Resources and others excluding PPT..

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--------------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Link of LMS | View Document |

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 0

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

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Data as per Data Template | View Document |
| Any additional Links | View Document |

2.3.4

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

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

Response: B. Any 3 of the above

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

2.3.5

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

Response:

SSPM College of Education has provision for continual mentoring for the students studying in the institution. For this the college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support for developing their academic and professional abilities. In this regard efforts are made by the mentors in different aspects:

WORKING IN TEAMS

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to develop student's capabilities of working in teams.

Focusing on strength of team members

Sharing Responsibilities with colleagues

DEALING WITH STUDENT DIVERSITY

Being future teachers it is very important for students at SSPM College of Education that they should know how to deal with student diversity in actual classroom environment.

Thus mentors suggest different ways to deal with student diversity:

Provide remedial classes to weak students

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES

As it is essential to have a decent relationship with colleagues and authorities at work place, mentor guide the would be teachers for the same:

Respect people

Find a way to get along with everyone at workplace

KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION AND LIFE

Keeping oneself updated with recent developments in education and life is very important for intellectual development. Thus mentors SSPM College of Education motivates students to:

Read Educational journals, magazines, blogs etc.

Search for websites which provide more specific topic oriented articles Follow the news in the world

SSPM College of Education has provision for continual mentoring for the students studying in the institution. For this the college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support for developing their academic and professional abilities. In this regard efforts are made by the mentors in different aspects:

WORKING IN TEAMS

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to develop student's capabilities of working in teams.

Guidance is provided to students like:

Focusing on strength of team members

Sharing Responsibilities with colleagues

It is expected practicing all this in professional life will lead to effective team work by the students.

DEALING WITH STUDENT DIVERSITY

Being future teachers it is very important for students at SSPM College of Education that they should know how to deal with student diversity in actual classroom environment.

Thus mentors suggest different ways to deal with student diversity:

Provide remedial classes to weak students

BALANCING HOME AND WORK STRESS

Being in any profession brings lots of responsibilities along with it. After completing B.Ed. programme the student's enter schools and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue.

Thus the students' does not suffer with any of such stress.

Mentors at SSPM College of Education work for the welfare of students by guiding them for the same.

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

2.3.6

Institution provides exposure to students about recent developments in the field of education through

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

Response: B. Any 4 of the above

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

2.3.7

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills,

empathy, life skills etc. among students..

Response:

The teaching-learning process at SSPM College of Education, focuses on nurturing reactivity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their creativity. Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLM's prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas. The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. Teachers make the students aware about the different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity. Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organizer, Brainstorming, Role plays, Dramatization, etc. Innovativeness Innovation in Education encourages teachers and students to explore research and use the resources to uncover something new.

Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways. Teachers encourage students to involve themselves in doing action research projects which leads to innovative ideas by the students. Here the teacher gives detailed orientation about the purpose meaning and procedure of research. The research projects can be done in the form of survey or experiment. Students are expected to work on different problems like handwriting, home work, attendance, reading-writing, communication, disciplinary problem, disinterest etc. Thus the students under the guidance of teachers work on different problems existing in the field of education and through their research work the come up with innovative solution for the same.

INTELLECTUAL AND THINKING SKILLS

In this era flexible thinking and intellectual skills help to process, analyse and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. Educators at SSPM College of Education make efforts in this direction of developing these skills through different tasks.

Through the practical course of Drama & Art in Education students at SSPM College of Education get the opportunity to think intellectually and create scripts for dramatization. Here the teacher educators give orientation to the students regarding script writing and then the students select any theme like social/educational problems. The group coordinates and performs in front of the class and prepares reports. In this way the students utilize and develop their intellectual and thinking skills. To enhance the intellectual skills of student's teachers at SSPM College of Education focus on making the students learn

the concept of designing Concept Maps.

Here the teachers make the students aware about the different types of concept maps by providing examples from different subjects. After having an orientation on this the students were motivated to participate in Inter Institute Competition on designing a Concept Maps.

EMPATHY

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble. The Practical course of Understanding the Self in the B.Ed. courses at SSPM College of Education provide teachers an opportunity to develop sensibilities, disposition, and skills that will later help them in the personal growth of their own students while they teach. The activities involved like understanding themselves in relation to their students and classroom situations, studying the issues of adolescence, studying case studies of different children who are raised in different circumstances. All these activities are done by the student teachers under the guidance of teacher educators to develop the sense of empathy.

LIFE SKILLS

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life

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

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

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

9.Preparing Individualized Educational Plan(IEP)**Response:** C. Any 4 or 5 of the above

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

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: B. Any 6 or 7 of the above

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

2.4.3

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

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

Response: B. Any 3 of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**

3. Building teams and helping them to participate
4. Involvement in preparatory arrangements
5. Executing/conducting the event

Response: B. Any 4 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

During internship program the students have to go and work in the actual schools for which the college selects eight to nine schools every year and the students go to those schools and complete the internship program of the respective academic year.

Selection of Students for Internship in Schools-

While offering the schools for internship to the students' college discuss with the students and the students are assigned for the internship in a school which is convenient for them or nearer to their place of residence.

Appointment of Group Head Faculties –

Along with the students, college faculties are also appointed as group heads of the schools of internship. group head faculties of the concerned school complete the internship work by guiding the students of their school.

Discussion with schools –

Before starting the internship, the college faculties meet the principal and other teachers of the school and give complete information about the internship program and also inform them about the work to be done by the student teachers enrolled as trainees during this period.

Orientation Program –

An orientation class is organized for the students before entering the actual school for the internship, in which the students are given detailed information about the academic and cultural activities to be done by the students during the internship and the importance of the internship in the curriculum and the grading scheme are also made known to the students.

Evaluation of Internship –

The report of the work done during the internship period and the practical work completed are written in the practical note books provided to the students and their notebook is evaluated by the faculty of the college.

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

2.4.9

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

Response: 12.5

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

Response: 04

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

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

2.4.11**Institution adopts effective monitoring mechanisms during internship programme.****Response:**

SSPM College of Education conducts a rigorous Internship Programme for Teacher Trainees as prescribed in the syllabus given by the affiliating body, KBC North Maharashtra University, Jalgaon.

We at SSPM College of Education follow a well-organized and well planned schedule for Internship. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. Trainees are given sample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity.

List of schools is pre-decided by the Coordinator and are informed well in advance about the advent of the internship programme. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the Internship programme including details of contacts of in charge, GPS location of the school, nearby railway-station/ bus stands etc.

The school principals are requested for an orientation on the first day of internship. The College adopts a rigorous and well planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.

ROLE OF TEACHER-EDUCATOR

The role of teacher educator is:

- 1.To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.
- 2.Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme.
- 3.They also look after the problems faced by the students in the schools and provide viable solutions at her level.
- 4.Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities.
- 5.Suitable feedback is provided to the trainees for improvement in performance.

ROLE OF SCHOOL PRINCIPAL

The role of school principal is:

- 1.To look after the proper allocation of classes to the Interns.
- 2.To orient the Interns about the functioning of school system and role of a teacher
- 3.To provide time-to-time guidance to Interns for their performance.
- 4.To report to Teacher-educator about the observations made for improvement

ROLE OF SCHOOL TEACHERS

The role of school teachers are:

- 1.To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.
- 2.To provide them guidance in conducting the classes
- 3.To provide regular remarks on the lesson planning and its execution by the Interns in the class.
- 4.To provide feedback of interns to the teacher-educator.

ROLE OF PEERS

- 1.To sit and observe peers throughout class duration.
- 2.To monitor peers for better performance.
- 3.Discussion upon presentation is done among peers for improvement.
- 4.To reflect upon observation and improving oneself.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the response | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

2.4.12

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

1.Self

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: B. Any 4 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 90

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

2.5.2

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

Response: 37.04

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

Response: 02

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

2.5.3

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

Response: 9.33

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

Response: 56

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers at **SSPM COLLEGE OF EDUCATION** put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at SSPM College of Education aims at discussing them with each other to keep them updated. The purpose of in-house discussions on current developments and issues in education

* To make themselves aware about recent changes and development in education system.

* To create awareness regarding issues of policies and regulations.

* To strengthen the base of students according to change in system.

* To get ready for changes in education system.

* To provide solution of queries related to different issues and challenges of the education system To make the teachers aware about the changes going in the education system, teachers at SSPM COLLEGE OF EDUCATION conduct discussion sessions on recent policies and regulations which are issued by the government at regular intervals.

Thus, efforts are made in this direction to remain updated with the scenario. The different policies which have been discussed in past are Right to Education Act, Technology in Education, Gender issues in Education, Draft of NEP etc.

Through the discussions on recent policies among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education. Teachers at SSPM COLLEGE OF EDUCATION also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs regarding changes in education system. Efforts have been done by all institutions to increase discussion on education system.

Teachers at SSPM COLLEGE OF EDUCATION put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers aims at discussing them with each other to keep them updated. The purpose

of in-house discussions on current developments and issues in education

* To make themselves aware about recent changes and development in education system. * To create awareness regarding issues of policies and regulations.

* To strengthen the base of students according to change in system.

* To get ready for changes in education system.

Thus, efforts are made in this direction to remain updated with the scenario. The different policies which have been discussed in past are Right to Education Act, Technology in Education, Gender issues in Education, Draft of NEP etc.

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

2.6 Evaluation Process

2.6.1

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

Response:

SSPM College of Education runs through a well-placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session.

SSPM College of Education has adopted the following measures to maintain the quality of Internal Assessment

1. Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.
2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.
3. Assessed on the basis of their performance in curricular as well as co-curricular

4. Curricular areas.

5. Internal assessment is done for all students as per the university criteria.

6. The faculty is personally involved to help the students to prepare the assignments. Corrections and modifications are constantly done.

A variety of measures are adopted to ensure rigor of the internal assessment –

1. Internal Exams-Internal examinations are held at the end of each Semester. The college keeps a close watch on the regular and timely conduct of Internal Examination. SSPM COLLEGE OF EDUCATION views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of examination results .The answer sheets are shown to the students and adequate verbal or written feedbacks are provided bilingually.

2. Class test-The College faculty evaluates the presentations made by the students as part of the Internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.

3. Assignments, Presentations and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, PowerPoint presentations, projects and assignments.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Sahjeevan Shikshan Prasarak Mandal, College of Education has a well formed Examination Committee which receives all the grievances related to Internal and External Exams and Assessment . It aspires to sort out the grievances within the stipulated time period.

Grievance Redressal Committee :

Examination Committee is responsible to deal with all the grievances related with the internal Assessment and external examinations. All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Committee. The grievances of students are communicated through the mentors and the faculty members as well . It is taken up for initial consideration by the Class Mentors and then the Redressal Cell.

After a thorough consideration of the matter, the redressal measures are taken. Proper documentation are done related with the Grievances. We look up to the grievances in the following manner Internal Grievance Redressal In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records such as attendance records and performance records. Types of internal grievances are - Marks deduction due to not showing appropriate performance in any one of the assignments. Marked absent in the assignment

External Grievance Redressal :

At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The

college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are as follows;

Pre-Examination Grievances

- Different subject mentioned on the admit card Not getting Hall Ticket for the examination
- Candidate's Photo missing on hall ticket
- Candidate's Name is not correctly written on the hall ticket
- Form Filling receipt not provided
- The college road is not maintained
- Exam hall ticket not received
- Books should be increased in the library
- Get the scholarship as soon as possible
- My name is wrong in my result

| File Description | Document |
|--|-------------------------------|
| Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.6.4

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

Response:

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also displayed in the Principal's office. The students academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and semester examinations.

The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor Overall internal assessment process.

The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares seating arrangement charts, list of invigilators etc. The record internal assessment is maintained at the

college level. Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition the internal audit conducted which ensures the compliance to verify with documentary evidence.

The process is as follows:

Teacher: Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject. The type of schedule internal evaluation is Planned in consultation with the head of the department.

Head of the Department: The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level Then the Academic calendar is forwarded to the IQAC.

The decision regarding dates for conduct of assignments depends on completion of syllabus, mid-semester breaks, gazette holidays as well as other planned activities of the college such as the Festivals, Annual Day ,Sports day, Yoga Day, etc.

IQAC: The IQAC compiles the inputs received from the teachers and a comprehensive plan is prepared.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (CLO) are aligned with the vision and mission of SSPM College of Education.

Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders. Adequate care is being taken by the University in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed. Program.

SSPM College of Education works on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome. **Programme Learning outcomes and Course Learning Outcomes :**

Program learning outcomes of B.Ed. :

After completion of the B.Ed. program, the student teacher will be able to

1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools
2. Apply knowledge of various aspects of development of learner for planning learning experiences
3. Develop skills regarding various role of teacher in facilitating learning
4. Develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education
5. Apply constructivist and cooperative learning principles for teaching-learning process
6. Analyze contexts and the relationship between school curriculum, policy and learning
7. Apply knowledge of the cultures, policies and practices that need to create an inclusive school
8. Use information and communication technology for enhancing learning-teaching process 9. Use drama and art for development of personality of learners
10. Relate knowledge about gender, school and society with learning
11. Acquire basic understanding about new trends in education
12. Develop professional attitude towards teaching

Pedagogical Skills: -

- Apply constructivist and cooperative learning principles for teaching-learning process
- analyze contexts and the relationship between school curriculum, policy and learning
- apply knowledge of the cultures, policies and practices that need to create an inclusive school
- use information and communication technology for enhancing learning-teaching process
- use drama and art for development of personality of learners - relate knowledge about gender, school and society with learning
- acquire basic understanding about new trends in education

- develop professional attitude towards teaching SSPM COLLEGE OF EDUCATION framework for the Program Learning Outcome (PLOs) and Course Learning Outcome(CLOs)

* Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes.

* The Program Learning Outcome (PLOs), Course Learning Outcome(CLOs)of all Courses/programs are made available on the website.

* Program Learning Outcomes and Course Learning Outcomes are discussed with the students at the time of orientation.

* Bridge Courses help to clear PLOs and CLOs of each course in the beginning of program.

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

2.7.2

Average pass percentage of students during the last five years

Response: 75.51

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 32 | 43 | 43 | 41 |

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

2.7.3

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

Response:

The college offers a B.Ed. programme with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other.

The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. Measurement tools such as seminars, tests, group discussions, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles.

As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests, seminars, and assignments. The students of the college provide inputs on drawbacks, limitations and merits in teaching and learning. Feedback is also collected to assess the performance of the the faculty members. Student Welfare Cell of the college helps in resolving students' problems – academic, psychological etc. supporting them to attain the programme outcomes.

Different ways in which the students and staff are made aware of learning outcomes are as follows:

- a) Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes.
- b) The results of each academic year are analyzed thoroughly by the Principal with the HOD, who in turn discusses them with the teachers.
- c) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.
- d) Such meritorious students are felicitated for their performance during Annual day.
- e) The intended Learning outcomes of other co-curricular and extra-curricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all-round personality.
- f) Winners of cultural and Sports events are awarded prizes. Information about student learning is assessed through both direct and indirect measures.

Direct measures may include homework, quizzes, exams, reports, essays, case study analysis and other performances. Examples of indirect measures include course evaluations, student surveys, course enrolment information, alumni surveys and school placement rates. Approaches for measuring students' learning

Summative assessments- Tests, assignments and other course activities that are used to measure student

performance.

They often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grades.

Formative assessment-

Any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in office hours or in written comments on assignments.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 78

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

Response: 39

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

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified

learning needs are catered to.

Response:

SSPM College of Education focuses on identifying the needs of learners at entry level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular. Some of the examples to show the extent to which the assessment tasks and performance of the students reflects their initially identified learning needs are as given below:

Examples

1. Patil Manoj Bhaskar from batch 2021-2022 was a slow learner at entry level. Did not perform well in diagnostic test and learning readiness test conducted at entry level as well. He was provided with remedial classes, notes providing etc. He got very good marks in B.Ed. course.
2. Patil Amol Ishwar from batch 2021-2022 was a moderate learner at entry level. He was provided with extra study material. Some open educational learning resources were informed to him. He turned into advance learner at the end.
3. Pawar Savita Gulab from batch 2021-2022 was not good in the curricular activities. At entry level she did not participate in talent hunt also. She was provided with mentoring sessions to motivate to take part in the co-curricular activities. After mentoring she participated in many activities.
4. Mahajan Paresh Raju from batch 2021-2022 was a moderate learner at the time of entry level. He got 60% in graduation. He was moderate learner. He was capable of doing better. He was guided in mentoring session. He scored very well.
5. Patil Aarti Adhikrao from batch 2022-2023 was not interested in taking part in co-curricular activities. She was afraid of speaking in front of other students during talent hunt. So, she was prepared during mentoring session. After that he performed in different activities.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.27

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Sanction letters of award of incentives | View Document |
| Institutional policy document detailing scheme of incentives | View Document |
| Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | View Document |
| Documentary proof for each of the claims | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.1.4

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

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

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Reports of innovations tried out and ideas incubated | View Document |
| Documentary evidences in support of the claims for each effort | View Document |
| Details of reports highlighting the claims made by the institution | View Document |
| Copyrights or patents filed | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.2 Research Publications

3.2.1

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

Response: 0.19

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 01 | 00 | 00 |

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

3.2.2

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

Response: 0.74

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02 | 02 | 00 | 00 | 00 |

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

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 4.6**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05 | 06 | 01 | 05 | 06 |

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 35.61**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 41 | 38 | 25 | 32 | 41 |

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

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 40.85

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 44 | 41 | 40 | 38 | 40 |

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

3.3.4

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

Response:

SWACCHATA ABHIYAN –

Every on the occasion of Mahatma Gandhi Jayanti, the college conducted a cleanliness programmed. Prin. Dr. S.G. More all teaching and non-teaching staff were present on this programmed. All students participated in the programmed. Students carried out cleanliness drive in college premises. The main purpose of the cleanliness and to inculcate the value of dignity of labor in the students.

TREE PLANTATION –

SSPM College of Education has always participated in social work. Tree plantation program is taken to create environmental awareness among students. Tree plantation is very necessary because trees provide oxygen to the environment and make the air quality better. During the internship program the students also conduct a tree plantation program in the school. The involved all school teachers and students.

ELOCUTION COMPETITION –

The college organized an education competition on March 8, 2023 on the occasion of international woman's day. The competition was open to all students. Our students also participated in education competition organized elsewhere.

AWARENESS ABOUT AIDS –

On Dec. 1, 2019 the college celebrated world's AIDS day. On this occasion Chairman Adv Vasantarao More, Dr Suresh Patil and Health workers were present as chief guides. On Dec. 1, 2022 also celebrated world's AIDS Day. Red Ribbon program created AIDS wall. Students created different AIDS related posters. The rally was held for AIDS awareness. This program was organized with the aim of developing moral values and creating awareness about health among the youth.

EDUCATION AT HOME –

India and the whole world were facing a calamity of Covid -19. Due to the order of lockdown, education of children had come to a standstill. But even in this situation, The B.Ed. students of the college had taken up an initiative and organized a program called 'Holly river of education at doorstep'. The students facilitated the education to children in some houses in rural areas where the prevalence of Corona Virus effects was minimal. And by setting up schools in these houses, the students did the work of teaching for these children.

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

3.3.5

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

Response: 1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01 | 00 | 00 | 00 | 00 |

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 0.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02 | 02 | 00 | 00 | 00 |

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

3.4.2

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

Response: 2

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance,

other universities, industries, corporate houses etc. during the last five years

Response: 02

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

3.4.3

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

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution has adequate facilities for teaching-learning, classrooms, laboratories, computing facilities, sports room, YOGA hall etc.

for the various programme offered. SSPM College of Education has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner.

***Classrooms-** College has 06 classrooms, 01 seminar hall and 01 multipurpose hall, that supports the teaching-learning process.

The campus is fully Wi-Fi enabled.

***Library-** The college has one library associated with one 'Library Cum Reading Room'. Library possesses and Integrated Library System, E-Library Software ' that helps in maintaining the records of the books / journals.

***Laboratories-** A Psychology lab, Science and Mathematics room and other facilities available in college.

***Equipment-** In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own.

Social science room contains maps, charts on various concepts to use in teaching.

The psychology laboratory is well equipped with materials and psychological tests to know the different behaviors of the persons.

Computer Laboratory-

Computer laboratory is well equipped with the LAN and Internet with 20 computers.

Our Library is well equipped with E-Library Software. Library have 3 computers with printer.

And 04 Computers are for clerical and Principal Office with 3 Scanner printer and 1 colour printer.

***Drama and Art Resource Centre-** Drama and Art Resource Centre and teaching learning resource

center for work experience. It provides students to encourage arts practices and develop aesthetic value.

***Girls Common Room/Ladies Room**

It provides female students a place a relax study and have informal discussion in free time available.

***Sports field**

To support sports activities one sports field and sports complex are available in the college Our students play the various sports activities eg. Cricket , Badminton etc. Our sports room well equipment, eg., Carom,Chess,etc.

***Parking Area** The campus has a wide parking area to accommodate Two wheeler and four wheeler vehicles.

***Canteen:-** Canteen available in the College Campus.

***Ramp –** Ramp available in the College Campus.

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

4.1.2

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

Response: 22.22

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

Response: 02

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

Response: 09

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

4.1.3

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

Response: 4.47

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.88 | 1.98 | 0.37 | 0.11 | 0.11 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college Library is Fully Wi-Fi enabled and has a seating capacity of 12-15 users; consisting of provision to enable students to access information for their academic pursuits through internet and

eresources.

Additionally 02 computers have been installed for the students 01 Computer available for Librarian. All the free e- journals, e books can be access by students in library computer. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching-learning material. The library has ample books to refer for the core and elective papers as well as for professional growth.

The library also has a reading room for students and faculty to work upon reference and study material. The library plays a vital role in the teaching-learning process as it provides the material online as well as offline to refer. The students get the books issued for a week and avail the facility of library and its resources to the fullest.

The librarian ensures make optimal use of the library.

***Library Automation-** Sahjeevan Shikshan Prasarak Mandal, College of Education offers a fully automated Software in library and possesses an E Library Manger Web Application Softwarev2- 2019. This software is time saving and assists in smooth functioning of the Library.

The details of library facilities are Name of the ILMS software : E Library Manger

Nature of automation : Fully Year of automation : 2024

Services provided by Library:

The library follows the open access system.

The library provides access for e-resources Available from 10.30 am to 5.00 pm. on all working days. The library have E-Library Manger Software

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

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

Sahjeevan Shikshan Prasarak Mandal, College of Education possesses a full-fledged library in the premises supporting and assisting the students in their learning since its inception.

The library at SSPM College of Education is updated each year according to the changing needs of the Education systems and teacher training pattern. With the changing requirements of the Education Industry and rapid changing world into digitization of education all across the nation, college library decided to subscribe to a remote access system to avail the library resources to students and faculty globally without visiting the library physically.

Library is and Integral part of any educational institution. The college library serves as a learning space to students to do independent work. Library offers the resources and encourages the thinking process creativity and make the learning more faithful. All student and teachers are allowed to used library facilities at any time. Any support needed by student as well as teachers is provided by library staff. Library offers free internet access with internet speed. Library has a membership of E library software. Library have 2 computers for students with internet and free e resources.

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

4.2.3

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

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

Response: D. Any 1 of the above

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

4.2.4

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

Response: 0.24

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.24320 | 0.18800 | 0.4020 | 0.18155 | 0.1782 |

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

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 8.21

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 162

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 182

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 168

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 190

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 185

File Description**Document**

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

[View Document](#)

Any other relevant information

[View Document](#)

Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution

[View Document](#)**4.2.6**

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

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

Response: D. Any 1 of the above

| File Description | Document |
|---------------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The institution is equipped with high-speed internet and Wi-Fi enabled campus. There are 2 LCD Projectors, OHP, Camera. The office is furnished with high configured system, connected with internet and Wi-Fi and has Biometric system and close circuit cameras.

Computer systems are upgraded as per there requirements of the of the college. Computer lab has a server and 20 system with LAN and internet connection.

Educational Technology (ET): - It is equipped with overhead projector (OHP) sheet, LCD Projectors and other audio-visual equipment two seminar/ Multipurpose Hall have LCD projector with screen and audio system for Teaching-Learning purpose.

Teacher asks student to make use of their mobile phones for conceptual clarity. The Wi-Fi enabled building support and student are encouraged to watch videos related to teaching methodologies done by their respective teachers, NCERT, SCERT and university-based school lessons open educational resources motivational videos are also observed by students for further reference.

Accessibility: - The staff and students have an access to internet in the college, LAN and Broadband/WiFi internet connection is connected to the principal cabin, staffrooms, in B.Ed. office, computer Lab.

Usage of multimedia is encouraged to construct and convey knowledge through web browsing downloading, uploading and blogging for curricular and co-curricular activities power point presentation, seminars and assignments etc. are possible through the ICT facilities.

ET equipment is used for preparing teaching learning materials, ICT facilities to enhance teaching competencies and for research.

Software: - The institution uses predominately windows 7 and windows 10 pro, M.S. Office 2010.

During Covid -19 condition conferencing apps were installed to conduct online class smoothly zoom meeting were extensively used. College possesses 27 desktop computers and server that cater to all the

academic and administrative purpose through Local Area Network (LAN) equipped with internal facility. There are 4 Laserjet high speed printer with scanner. while 1 colour printer is available.

The Internet is facilitated through LAN and wireless connection.

| File Description | Document |
|--|-------------------------------|
| Document related to date of implementation, and updation, receipt for updating the Wi-Fi | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.78

| File Description | Document |
|---|-------------------------------|
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.3.3

Internet bandwidth available in the institution

Response: 40

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

Response: 40

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

4.3.4

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

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

Response: E. None of the above

| File Description | Document |
|---|-------------------------------|
| List the equipment purchased for claimed facilities along with the relevant bills | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link to videos of the e-content development facilities | View Document |
| Link to the e-content developed by the faculty of the institution | View Document |
| Link for additional information | View Document |

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 7.24

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 2.94706 | 2.56831 | 0.71656 | 0.58638 | 0.39227 |

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.4.2

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

Response:

System and procedure for utilizing physical academic and support facilities are under the supervision of the principal and the concern lecturers.

Classrooms and Building Maintenance

Physical infrastructure is well maintained and upgrade with necessary requirement to ensure comfortable atmosphere. Regular cleaning is done with Phenyl with acid and plumber electricians and carpenter are hired periodically for building maintenance. Regular cleaning of tanks, garbage disposal and campus maintenance is done.

The laboratories are maintained and staff in charge take care of stock checking well established procedure is available for service and maintenance of lab equipment.

Library: -

The Library have E Library manager. There are 3 computers with LAN and internet facility for students. They search study material of their interest. Library also have laserjet printer.

The library is stocked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up.

Library rules and procedures follow, at the end of the academic period borrower cards shall be returned to the library. Withdrawal of books and other reading materials which is not useful for current references is done on regular basis.

Care of library books –

students are required to handle the books/journal very carefully marking with pencil, writing or highlighting tearing the pages or mutilating the same in any other way will be viewed very seriously. Book bank system are also available.

Computer & Software: -

Maintenance of computer (Hardware & Software) updating software related to administrative and over maintenance of campus infrastructure. Annual maintenance for Computer, Printer, Software, CCTV, Fire extinguisher are in place.

Website: -

Website is maintained and updated as per NAAC requirement.

Sports –

Sports cells looks after maintaining the sports ground and sports equipment and organizes various games.

First Aid Box & Suggestion Box are also available.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Appropriate link(s) on the institutional website | View Document |
| Link for additional information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Sample feedback sheets from the students participating in each of the initiative | View Document |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | View Document |
| Photographs with date and caption for each initiative | View Document |
| Data as per Data Template | View Document |
| Paste link for additional information | View Document |

5.1.2

Available student support facilities in the institution are:

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

- 9.Canteen**
10.Toilets for girls

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: B. Any 5 of the above

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

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: B. Any 3 or 4 of the above

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the Placement Cell | View Document |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | View Document |
| Data as per Data template | View Document |
| Paste link for additional information | View Document |

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 3.45

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03 | 01 | 01 | 00 | 01 |

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 7.69**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 02

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

Response: 00

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

Response: 00

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Documentary evidence in support of the claim | View Document |
| Details of graduating students and their progression to higher education with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |
| Paste link for additional information | View Document |

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 4.02

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 05 | 02 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Data as per Data Template | View Document |
| Copy of certificates for qualifying in the state/national examination | View Document |
| Paste link for additional information | View Document |

5.3 Student Participation and Activities**5.3.1****Student council is active and plays a proactive role in the institutional functioning****Response:**

The college duly elects a Student Council which is formed in a democratic manner and executes its work in a justified manner under the guidance of College Head. The Student Council organizes different programs and plays an active role in academic and co-curricular activities.

Composition of Students Council:

It comprises of

a) General Secretary

b) Secretary Election: - The General Secretary are directly elected by the merit. who, are on the college rolls or as decided by the college.

Eligibility for Member and Secretary: - The eligibility for contesting for the post of the President and the Secretary is as follows.

A: 75% attendance in the last academic session attended

B: Good conduct in the college as per college records

C: No Essential Repeat in the previous University examination (No Backlog of Papers)

Eligibility for members:-

- A) The first year students shall be eligible to get nominations.
- B) Good conduct in the college and active participation in the departmental activities.

The students are selected for the committee in a predefined ratio to ensure that impartial representation is maintained from all students. The council members are closely monitored by the appointed coordinators (Faculty member) to keep the council running in an organized manner. The Members of Student Council are part of various committees like Library, Anti ragging, , Sports and Cultural Committee.

Functions of the Council: -

I. General Secretary

- A. Represent the student body at all college events.
- B. Be responsible for coordinating the interviewing, selection and functioning of committee chairpersons and task forces.
- C. Supervise the functioning of the elected student body officers.
- D. Develop the agenda for and preside over the meetings of Student Council.

The Council Member

- A. Communicate ideas from the student body to the Council.
- B. Report to the class the results of Council action.
- C. Serve for their assigned Cell.
- D. Volunteer as needed Role of Students' Council is evident through Cultural programs and sports events : Students are divided into groups with one or two mentors from respective Cell providing guidance to the students for Sports and Cultural activities .

Ladies Representative:

The Members organize various programs (International Women's day) for empowerment of women.

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

5.3.2

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

Response: 2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02 | 02 | 02 | 02 | 02 |

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

5.4 Alumni Engagement**5.4.1**

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni serve many valuable roles, they help build and grow an institute's brand through their work strength and word-of-mouth about the institute. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni, and provide a forum to create new friendships and develop business relationships with people of similar background. Alumni of Sahjeevan Shikshan Prasarak Mandal, College of Education are well placed in various fields like: teaching, education, professional fields, academic and social work.

The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association. The mission of the Sahjeevan Shikshan Prasarak Mandal, College of Education alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. At Sahjeevan Shikshan Prasarak Mandal, college of Education, we conduct our annual gathering every year.

The objectives of Sahjeevan Shikshan Prasarak Mandal, college of Education, Alumni group are:

- 1.Maintaining the updates and current information of all alumni.
- 2.Participate in teaching practices and internship.
- 3.Provide opportunities in placement and growing institute brand.

Sahjeevan Shikshan Prasarak Mandal, college of Education, we follow a process to make students a part of the Alumni Group. We have created a registration form for all final year students, they can be a member of this group. This form is also available on our website at the link <https://sspmbd.org/wp-content/uploads/2024/07/alumni-registration-form.pdf> also encourage our final year students to continue with our WhatsApp groups so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too.

We also encourage them to participate in large numbers in alumni meetings so that they can provide suggestions for college betterment. If we talk about participation and decentralization positions of the college, we have one representative of Sahjeevan Shikshan Prasarak Mandal, college of Education, alumni group in College Development Committee (CDC) and in Internal Quality Assurance Cell (IQAC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for students, they act as a motivator and help them to groom their skills for practical situations, Sahjeevan Shikshan Prasarak Mandal, college of Education, alumni group contributed significantly through various activities during the last five years:

- 1.Motivating new students
- 2.Organizing various activities
- 3.They support in online teaching and learning
- 4.They support in placements

- 5.They support in internship programmes
- 6.Alumni are active members of IQAC and CDC
7. Time to time they deliver guest lectures
- 8.Raising funds for various activities
9. Planning for college development

Two significant contributions by Alumni:

1: Placement and Internship: - The role of the Sahjeevan Shikshan Prasarak Mandal, College of Education alumni group has been significant towards the development of the college. Sahjeevan Shikshan Prasarak Mandal, College of Education alumni group has been actively maintaining relationships with its alma mater. With the help of this group the college has been able to get various internships and placement opportunities for the students.

2: To motivate new students: -

On the other hand, Sahjeevan Shikshan Prasarak Mandal, College of Education alumni group has been boosting the confidence of current students and fostering their morale to try out possible avenues and appear for possible available opportunities. With the help of different seminars and alumni meet, the group motivates the current students and also enlightens them with current trends going on in the industry and what are the skills that a fresh graduate should have before joining the corporate world.

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

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**

6. Financial contribution**7. Placement advice and support**

Response: C. Any 2 or 3 of the above

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

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

Response: 5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01 | 01 | 01 | 01 | 01 |

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

5.4.4

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

Response:

It is a matter of pride that Sahjeevan Shikshan Prasarak mandal College of Education has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the Institute.

Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences.

An Alumni Meet is organized for all the Alumni of the college annually. Many activities are organized for the alumni, alumni are honored and the college provides all the present alumni in the alumni meet with souvenirs like mugs, photo frames, mementos, etc.

The college conducts meetings with its Alumni Group on a continuous basis. There is also whats app group of Alumni. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the institute. Alumni of the institute play a significant role in providing mentoring, Career guidance, Facilitating internships, and campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, Updates on emerging trends, etc through various networking platforms like Facebook, WhatsApp, etc.

In every meeting of Alumni a talk is arranged on a certain aspect by the alumni for the students related to the field.

The topics on which these discussions and talks have been arranged are:

Guidelines for improving communication skills, experience sharing regarding importance of participation in co-curricular activities, motivational words for how to become a good teacher, sharing of ideas related to constructivist approach, discussion on challenges in teaching profession, discussion on SWOT analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on enhancing teaching skills, lecture on professional ethics. All these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this novel profession of teaching.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

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

The executive council and college development committee of SSPM college of Education, Tehu apex body of the college that the plans policies and development of college.

VISION:

The vision of the institute to provide good teachers for the society to build the nation.

The teachers is lifelong learner. The institute is to provide good teacher education to face the challenges of society.

MISSION:

To impart relevant quality teachers training programme of education to students to make them knowledgeable and skilful teachers for the society

SSPM College of Education is committed for educating next generation professional & academic leaders who join us transforming society through collaboration innovation and knowledge creation.

The institute adheres to its well-defined and inclusive noble mission and vision on the path of progress It has made a steady progress seeking inspiration from its Motto, "Tamsa ma Jyotigrmay", for the benefit and welfare. By keeping his in view, the liberal leadership of our institute is committed to service to the society. All members of the management of the institute are highly qualified persons, who look after planning and management of the college keenly.

Goal & Objectives:

- To provide quality teachers education.
- To prepare efficient, committed teacher
- To promote capabilities for inculcating national values and goals as mentioned in constitution of India.
- To acquaint student regarding role of teacher in national development

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

6.1.2

Institution practices decentralization and participative management

Response:

The Management provides moral and material support and freedom to the staff for performing various activities of the institute. The staff member always gives positive response to the initiatives taken by the management. The outstanding performance of the staff members is appreciated in general functions of SSPM College of Education, Tehu annual gathering of employees and college programmes by the management. The faculty is providing adequate facilities such as library and duty leave. They are encouraged to participate in various training programmes, courses training camp, conferences, workshop, seminars etc. in order to achieve a desirable level of proficiency in teaching.

College Development Committee: The college development committee comprises of president, secretary, head of the department, teacher representatives, non-teaching representatives, IQAC coordinator, student representatives, principal as member secretary and local member. Decentralization is done in such a way to involve everyone and make everyone feel responsible and important. IQAC initiates the process of organising seminars, webinars, in the area of teacher education for quality and delegates responsibility to the concerned faculty for further designing and implementing them. Members of the IQAC suggest and pave way for achieving benchmark to be facilitated by the governance and the faculty.

Governing Body - It is an Apex body to scrutinize and approve the minutes of their statutory bodies.

Principal - Maintains co-ordination between academic and administrative staff to collaborate and accomplish the vision and mission of the institution and promotes collaboration approach. Staff meetings are organised to discuss circular and co-curricular activities to take decision collectively communicating and accelerating the process of progress. On the second front, the principal looks into affairs like in general administration, and the examination department, finalising the dates of internal examination, hand over the departments to faculty like micro-teaching practice lessons, internships etc.

Faculty - On the third front, all the faculties work on different committees like the IQAC, CDC committee, Student Council, Grievance Redressal Committee, Anti-ragging, Prevention of Sexual Harassment Committee, so on also they appoint the members like principal, faculties and students in

these committees.

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

6.1.3

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

Response:

The institution maintains transparency in its financial, academic, administrative and other functions by following below mentioned measures

Financial transparency- Transparency is maintained in financial transactions and the voucher system is adopted for it. While filling the vouchers for the amount required for various expenses, the employees of the organization mention their full name, name of the department, date and the reason for which the expenditure is to be spent in detail. It mentions the amount required for financial expenses. The voucher then goes to the principal for approval and the principal approves or disapproves the related expenses. For larger amounts, the approval of the president of the organization is required. All these vouchers are saved with proper filling. These vouchers are used as reference for the financial audit prepared at the end of the financial year. At the end of every financial year the college prepares an audit report by a reputed Chartered Accountant firm. This audit report is submitted to the university. On the basis of this audit report and verification of other documents, the college is awarded the affiliation by the university every year.

Academic transparency- Academic transparency in colleges starts with the admission process of students. The admissions to the college are given as per the merit list provided by the Government of Maharashtra. All rules of Govt are strictly followed while giving admission. Every meritorious student is judged. After the confirmation of admission, the student has to complete various practical tasks like micro-teaching lessons, school practice lessons, internship programmes etc. All the practical tasks are given written feedback by the faculty of the college. So the student can estimate his progress. Tests and tutorials are conducted in the college and their marks are communicated with the students. Those marks are included in the final result of the university in this way the college keeps complete transparency regarding the internal evaluation of the students.

Administrative transparency- The administrative work of the college is done at three levels. The president and secretary of the college look at the first level administration system, the principal of the college looks at the second level administration system and the heads of the various committees formed in the college like examination committee, internal quality committee, cultural work committee etc. are the important part of the college administration. Although the administration has been decentralized for the convenience of administration, administrations are fully democratic. While taking any decision regarding the college, the president, secretary, principal of the college and heads of various committees

in the college take the final decision.

| File Description | Document |
|--|-------------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the SSPM College of education has designed specific short term and long term plans. The time bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the colleges are governed on the principals of participation and transparencies.

The college maintain an IQAC that functions on the basis of MIS. The college maintains an efficient management system to collect ,align and integrate. information on academic and administrative aspects of the college. The college has good practice of the college.

The college has good practice of meeting and deciding on issues. The various teacher in-charges are under the obligation of reporting the matter to the head. It is a well planned and meticulously observed practice.

Particularly the following activities fall under the preview of the issue in hand;

a.Syllabus coverage

b. Use of Audio –visual Aids

c . students attendance record

d. Internal assessment

e. Organization of CCA

f. Laboratory work

g. use of ICT and Educational Technology.

The above aspects are handled by the concerned committees headed by the head of the college. Data collected are then forwarded to manager. Prospective plan is developed at the beginning of the academic session. Development of programmes works on the collective wisdom of the faculty.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |
| Link to the page leading to Strategic Plan and deployment documents | View Document |

6.2.2

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

Response:

The management provides moral and material support and freedom to the staff for performing various Activities of the institute.

The staff members always give positive response to the initiatives taken by the management. The faculty is provided adequate facilities such as library and duty leave. They are encouraged to participate in various training programmes, course, training camp, conference, workshop seminars etc. in order to achieve desirable level of proficiency in teaching. Executive Body: Executive body is the apex body of the college.

Policies adopted by the college In order to maintain the academic quality of the college and to create a better educational and cultural environment for the development of the college, the college has determined some policies. These policies are strictly followed by the college as follows A tobacco-free educational campus Plastic free educational campus, Anti Ragging Policy, Policy on Safety and Dignity of Women, Policy on Protection of Rights of Backward Classes etc.

Administrative management The president, secretary, principal and heads of various committees formed in the college are involved in the administrative work of the college. For the smooth running of the academic work of the college, various committees like time table committee, examination committee, internal quality committee, college development committee, student development committee etc. have been formed in the college. The responsibilities assigned by the college to each person concerned with the administration are effectively and efficiently discharged by the person concerned.

College Recruitment Policy To appoint assistant professors in the college, first approval is required from

the university. After the university approves the recruitment, the advertisement for the respective post is taken out and the advertisement is sent to the university for approval. While issuing the advertisement for the post, the rules regarding reservation decided by the government are strictly followed. The recruitment advertisement is published in local and national newspapers. The date of final interview is fixed by the university. The committee of subject experts is nominated by the Hon'ble VC of the university.

Candidates selected by this expert committee are assigned to the college. But the colleges have the right to fill up the posts on a temporary basis or for one academic year only. The college has a well defined organisational structure to ensure efficient management through effective decision making. The main bodies that have been constituted formulate, and execute strategies plan based on this vision and mission. The society chapter provide policy framework and direction for the functioning of the institution the role and responsibilities of various bodies are also clearly defined ensure transparency and accountability to achieve the society objectives and institutional vision and mission.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link to Organogram of the Institution website | View Document |
| Link for additional information | View Document |

6.2.3

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

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

Response: B. Any 5 of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module | View Document |
| Geo-tagged photographs | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Annual e-governance report | View Document |
| Link for additional information | View Document |

6.2.4

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

Response:

Various Committees are formed at the beginning of year to carry out the decisions such as:

IQAC Internal Quality Assurance Cell, Discipline, Library, Practice Teaching and Internship, Examination, Co-curricular Committee, Guidance & Counseling Cell, Admission Committee, Alumni Committee, Anti Ragging Cell, Internal Complaint Committee, Grievance Redressal Cell, R.T.I. Cell.

The IQAC meeting endeavors to promote academic excellence, infrastructural development, prepares a comprehensive development plan for the institution, teaching activities, academic calendar, co-curricular activities, training programs, prepare the annual report etc.

Institution has been a quality conscious in all its actions and dealings. It has been the uppermost concern and thrust, and its motto. The IQAC of institution in keeping with its objectives strives towards quality enhancement of all aspects of the institution and prepares, plans, and promotes measures for improved functioning of the institution. The IQAC takes several initiatives such as: Preparation of the academic calendar.

Carrying out Academic audits Feedback collection and analysis (Students) Feedback collection and analysis (Teachers) Anti- Ragging Cell Institution has an anti- ragging cell to cater to the safety and welfare of the students. The committee comprises the Nodal Officer, Principal and faculty members in it. The objectives of the cell are to be vigilant and prevent incidences of ragging, educate the students and create a positive environment in the institution.

| File Description | Document |
|---|-------------------------------|
| Minutes of the meeting with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Action taken report with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

SSPM College of Education , management is cater their staff as faculty members and fully supportive in every way to improve their professional development of its teaching and non-teaching staff in the present scenario. The college ensures the professional development of the staff by.

- * Encouraging faculty members for participating in seminar, workshop orientation & refresher courses
- * Encouraging the faculty to publish research paper in national & international journals.
- * Encouraging the faculty to take up membership of various state & local level research.
- * The administrative / non teaching staff also needs training in advanced skills related to their work.
- * Training in computer & software management is provided to the staff members as per requirement
- * Provide advance to staff as per their need

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

6.3.2

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

Response: 0

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Institutional Policy document on providing financial support to teachers | View Document |
| Income Expenditure statement highlighting the financial support to teachers | View Document |
| E-copy of letter/s indicating financial assistance to teachers | View Document |
| Data as per Data Template | View Document |
| Certificate of participation for the claim | View Document |
| Certificate of membership | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.3

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

Response: 12

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 02 | 04 | 01 | 02 | 03 |

| File Description | Document |
|--|-------------------------------|
| List of participants of each programme | View Document |
| Data as per Data Template | View Document |
| Brochures / Reports along with Photographs with date and caption | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.4

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

Response: 81.48

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 06 | 06 | 00 | 05 | 05 |

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Copy of Course completion certificates | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.5

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

Response:

The college has the systematic general process to assess both teaching and non-teaching staff job performance and productivity in accordance with the college's program educational objectives. In addition to the actual performance, the overall institutional mission and vision are considered. At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution. Further, at the end of the session, a team consisting of the principal and staff goes through the feedback forms collected from the students and suggests suitable measures to improve the teaching-learning process. For non-teaching staff, the feedback is collected from each department, and appraisals are given.

Qualitative and quantitative parameters adopted for teaching faculty appraisal are Effectiveness of academic deliverance –

It is evaluated on the basis of teachers' academic deliverance in the B.Ed. program, daily attendance records of students, course development and management coordination with students in terms of subject deliverance, class activities, lab-related practical work attendance issues, etc., in due timeline, and mentoring in co-curriculars like college events and workshops. Effectiveness of academic management, coordination, completion of additional activities allotted in due timeline, academic development, self as well as college initiatives taken, and other departmental functions as a whole are also considered. Qualitative and quantitative parameters adopted for the non-teaching staff are also assessed through annual performance appraisal.

The various parameters for staff members are assessed under different categories: departmental and cell activities, administrative coordination, industry interaction, academy management, self-development, discipline, and efficient organization of work assigned and technical abilities. The overall assignment is based on the cumulative grade by the reporting officer, which is then forwarded to the person by the forwarding official. On satisfactory performance, the performance appraisal system has significantly helped in the evolution of the performance of employees by motivating them, analyzing their strengths and weaknesses, and ensuring better performance.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly**Response:**

There is an internal audit system employed by the College Management. It regularly inspects at the internal audit of the functions and events organized. The prime objective of institutional financial audit is to review the income, expenditure, and financial position of the institute. Internal checking ensures that the financial transactions made are transparent and are in accordance with the rules and regulations made by the government and educational society, the recurring and non-recurring expenses.

A pre-defined institutional procedure is followed by the College for various purchases and expenses where systematized process arranges for the same. The College appointed internal auditor and a financial officer to look into the internal audit check matters. External Audit the External Audit is conducted by the registered CA (Chartered Accountant). The institution hires the service for the external audit. The report of the external audit is submitted to the affiliating university and department of Higher Education, Government of Maharashtra.

Transparency is maintained in financial transactions and the voucher system is adopted for it. While filling the vouchers for the amount required for various expenses, the employees of the organization mention their full name, name of the department, date and the reason for which the expenditure is to be spent in detail. It mentions the amount required for financial expenses. The voucher then goes to the principal for approval and the principal approves or disapproves the related expenses. For larger amounts, the approval of the president of the organization is required. All these vouchers are saved with proper filling. These vouchers are used as reference for the financial audit prepared at the end of the financial year. At the end of every financial year the college prepares an audit report by a reputed Chartered Accountant firm. This audit report is submitted to the university, Shikshan Shulk Samiti, Mumbai For fee fixation. On the basis of this audit report and verification of other documents, the college is awarded the affiliation by the university every year.

As per rules and regulations of University it is mandatory for every affiliated college to submit audit report of concern financial year along with other documents to get affiliation for next academic year. Every year college completes this procedure to get affiliation. College follows Voucher system to keep track of every transaction it proves helpful for internal audit.

| File Description | Document |
|--|-------------------------------|
| Report of Auditors of last five years signed by the Principal | View Document |
| List of audit objections and their compliance with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.4.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | View Document |
| Data as per Data Template | View Document |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Budgeting and auditing procedures are regular and standardized. 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 expenditures which remain transparent. In the financial sphere it honors all the legal limits and maintains transparency in transactions.

The college is self-financial and does not get any grant for the conduct of the programme. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university.

The details are reflected in the annual budget of the college.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1

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

Response:

SSPM College of Education has adopted quality management strategies administrative aspects. It is geared to promote an ambience of creatively, innovation and improving quality. The college formulated and established Internal Quality Assurance Cell (IQAC) in 2022 so as to respond to the changing educational, social and market demands. The cell makes assessment of different aspects of the functioning of the college and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through suggestion box and allied channels. Its major activities include.

Development and application of quality benchmarks parameters for the administrative activities of the college. Facilitating the creation of a learner centric environment conducive for quality education and faculty.

Maturation to adopt the required knowledge and technology for participate teaching and learning process.

Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.

Dissemination of information on the various quality parameters.

Organization of inter and intra institutional workshops seminars on quality related themes and promotion of quality circles.

Documentation of various programmes / activities of the college leading to quality improvement.

Development and maintenance of Institutional database through MIS for the purpose of maintaining / enhancing the institutional quality. Development of Quality culture.

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

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

SSPM College of education is sensitive to the quality of education as well as to changing educational, social and market demands.

The college has IQAC active from 2022. The quality is reflected in the implementation of the academic programmes and quantum of target achieved. The college takes at most care in planning and implementation of the academic programmes.

To sustain the quality of its academic programmes ,the stakeholders feedbacks and the previous year results are the benchmark for further improvement.

The college makes all out efforts to;

*Ensure adherence to academic calendars with the help of schedule for all activates. *Supervise content delivery by faculty through principal

*Ensure high performance of students in internal examination academic. *Monitors attendance of students in internal examination academic

*LCD projectors have been installed in Seminar hall and multipurpose hall for a better leaving process.

* Remedial classes are organized as per the requirement and feedback of the students.

*To make the Library students friendly the institution has taken the measures to digitalization the library. Internet facility is also provided to the students in the library.

* The college does not have any control over the syllabus and these are implemented as per the direction of the K.B.C.N.M .University Jalgaon.

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

6.5.3

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

Response: 0.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 02 | 00 | 00 | 01 | 01 |

| File Description | Document |
|--|-------------------------------|
| Report of the work done by IQAC or other quality mechanisms | View Document |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action**4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

Response: B. Any 3 of the above

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

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

SSPM College of Education, Tehu-Parola views its teaching learning process ,operations and learning outcomes.

The IQAC continuously review and takes steps to improve the quality of the teaching learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to; Admission to B.Ed. programs ,summer winter and mid-term holiday examination schedule and results are announced in academic calendar.

All newly admitted students are compulsorily involved in orientation programs in which they here philosophy ,specificity of education system, teaching learning process, system of continuous assessment .compulsory care curriculum ,various cultural activities, discipline and culture of the institution.

All students are also given a guided tour of the campus and various facilities, students are made aware of time to sack feedback with students and appropriate steps are taken for the teaching learning process.

The approach of IQAC has always focused on the process of learners centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly the IQAC complies with teaching, learning activities reviews and modifies after taking suggestion .To see the learning outcomes ,the IQAC Periodically reviews the teaching process and suggests graduate and regular expansion, upgrades and addition of expected materials, equipment's , infrastructure and more.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Energy conservation is the decision and practice of using less energy. Turning off the light when you leave the room, unplugging appliances when they're not in use and walking instead of driving are all examples of energy conservation. The two main reasons people conserve energy are to gain more control over their energy bill and reduce the demand on the earth's natural resources. It is the moral responsibility of all citizens to use energy judiciously in everyday life, ensure zero wastage and spread the awareness on the importance of energy conservation for a healthy environment and sustainable future. The institute believes in energy conservation and ensures that reasonable effort is made to conserve energy. The Energy Policy of the institute promotes environmentally responsible practices and behaviour, experiment with innovative solutions, combine learning and practical application and add education value. It also thus abides by regulatory compliance and cost savings. To utilize the renewable energy sources efficiently, the college had formulated 'Alternative Energy Sources Policy' and implemented the same. Utilization of the alternative energy enables the stakeholders to initiate, volunteer and be a part of environmental protection. This also allows availing these energy resources for a variety of purpose within the campus.

Save Energy: Conventional fluorescent tube lights in the college were replaced progressively by LED lamps to save 80% of the energy consumption. Electrical equipment was replaced by low power consuming and high efficient devices. Natural ventilation is preferred over Air conditioning system. Energy star certified products are installed in air conditioner, ceiling fans and others in the campus.

Energy Conservation Cell:

The institution's "Energy Conservation Cell" is to manage all of its activities so as to ensure that the consumption of energy is reduced to a practical minimum. Reducing energy consumption in the college is a continuing priority which is ensured through awareness program involving student-teachers, mentor and college staff.

| File Description | Document |
|------------------------------------|-------------------------------|
| Institution energy policy document | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Our organization SSPM College of Education has implement the Waste Management is a joint responsibility of local government as well as of private organizations and individuals.

SSPM College of Education has designed an integrated Waste management system for optimizing and analyzing waste. It is based on the concept that all aspects of waste management should be analyzed together. The concept of waste as 'a material which has no use' has changed to 'resource at the wrong place'.

The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly. Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management.

In institute waste management practices are differentiated into three parts:

Solid Waste Management The solid waste management practices of the institution follows the guidelines of the International Institute of Waste Management. A structured, systematic and multi-level solid waste management process has to be implemented. .To reduce waste at institute, students and staff are educated on proper waste management practices through lectures, advertisement on notice boards, displaying slogan boards in the campus.

Liquids are diluted by getting mixed with the washroom and toilet liquid wastes in to the common drainage pit. A soak Pit (Shosh Khadda) is made by us. Which is helping to keep water level of soil.

E- Waste Management E-Waste of electronic waste broadly describes discarded, surplus, broken or obsolete electronic devices. The rapid growth of technology, up gradation of innovation and high rate of obsolescence has led to one of the fastest growing waste streams of E- waste.

Paper waste is hand over to paper recyclers. The entire spectrum of solid waste generation, segregation and collection is processed systematically in the campus.

Also the tree droppings from the campus green area contribute to it. These are treated through organic waste composter and waste is created into manure.

A Farm lake is made available for us, in which rain water is collected. Which is useful for our institute. A soak pit is also in campus for waste water managment.

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

7.1.3**Institution waste management practices include**

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

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | View Document |
| Geo-tagged photographs | View Document |
| Documentary evidence in support of each selected response | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.4**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: C. Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | View Document |
| Geotagged photographs | View Document |
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Any additional link | View Document |

7.1.5

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

Response:

Sanitation is considered as basic determinant in quality of life and human development index.

Ensuring that SSPM college of Education is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students.

The institute promotes and aligns goals to Swatch Bharat Mission or Clean India Campaign which bring about change in behavioral and attitudinal aspect of habitants.

The college highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, and environmental sanitation. In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the college many tree plantation drives have been conducted by the college.

College is resilient in deployment of dedicated team for maintenance of water system, and waste management system in the campus.

The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage. Access to sanitation facilities is a fundamental right to safeguard health.

Separate and safe sanitary facilities for male & females in the campus are also an encouraging factor of the institute. For female sanitary napkin vending machine is available.

Dedicated water sources which comes from storage tank. The college believes in the fact that precaution is better than cure and abides to it thoroughly. Many promotional signages are put in the campus area to promote and aware students to avoid littering in open spaces. Use of dustbins to segregate solid waste at the source is deployed in the campus which safely collects, confine and dispose waste.

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

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: C. Any 3 of the above

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

7.1.7

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

Response: 0**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| Income Expenditure statement on green initiatives, energy and waste management | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.8

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

Response:**The Institute to leverage local environment**

SSPM College of Education is always sensitive and emphatic towards social, environmental and community problem. Time to time the college has organized the programs touching the issue of environment, society and community. The college is willing to nurture a healthy environment for which different programs like plantation are organized. Our College tries to maintain harmony and try to create good will among students.

Locational knowledge and resources

Sufficient Green Area in vicinity of college.

Proximity to almost all commuting- Access to students from rural areas.

College offers its own parking space inside the college premises avoiding any tussle with locals and community for parking.

Easy Accessibility to College with Connectivity via Public Transport

Police station is located in a range of 3 km for safety and security purposes for any issue in a safety context..

24/7 CCTV Surveillance inside and outside the college assists the community to control any antisocial activity in the nearby area.

LED and Inverter facilities also available in the college.

Our college is well equipped laboratories such as computer lab with WiFi enabled system.

Utmost care is taken to maintain cleanliness and greenery in and around the college.

Students have easy access for

1.Observation of classroom teaching 2.Internship in the schools to practice skills learnt and 3.Teaching Practice in the school to deliver lessons.

Community practices and challenges

Most of the students taking admissions in the college are local and belong to the nearby places and other district of Maharashtra State. Each and every student along with faculty members is fully involved in the national developmental activities, national festivals, awareness rallies and government and nongovernment campaigns. The flex board of environmental awareness, use of different resources, social harmony, unity and moral values are displayed on the college campus. College plays an effective role as catalysts in the area to maintain peace and national integration. The above efforts put forth by the SSPM College of Education to leverage local environment, Locational knowledge and resources, community practices and challenges.

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

7.1.9

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

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

Response: C. Any 2 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Sahjeevan Shikshan Prasarak Mandal, college of education Pioneered in displaying the best institutional values and practices.

FIRST BEST PRACTICE

Comprehensive Student Monitoring:

Mentor plays vital role in development of students by providing professional and personal advice to improve his/her participation in academics and cocurricular activities.

Objectives:

Identify and mitigate psychology, societal and other issues faced by students and refer them to experts. Make students self-aware of their strengths and weakness

Context: SSPM College Of Education has well-established system to inculcate discipline, punctuality, regularity, and motivate student-teachers by monitoring their activities supported by organizational structure, policies, and practices.

Practice: Mentor collects personal information of student without touching sensitive issues of forcing any information and provides counselling.

Critical issues are brought to notice of Principal.

Mentor meets Mentees informally outside class hours as well and guide them regarding career options. Students may get lost with too many students in same class from different backgrounds. They face stress of complex course, peer pressure and emotional immaturity. Class-in charges, Principal, regularly monitors, enquires and counsel students and parents. Principal to review punctuality and regularity of students. Weight age of five marks is given to attendance in internal assessment to improve student's regularity.

Responsibilities of Mentor: Meet group of student's at-least ones in a month. Continuously monitor, counsel, guide and motivate students in all academic or personal pursuits and maintain its record.

Evidence of Success: Enhancement in performance of students due to regular monitoring and discipline is evidence of success.

SECOND BEST PRACTICE

Visit to Mentally Retarded Boys- Girls school:-

Sahjeevan Shikshan Prasarak Mandal, College Of Education Principal, Staff and students visits to Parishram Mentally Retarded Boys and Girls residential School, Parola. Students takes cleanliness drive there. Our students interact with the Mentaly retarded children and understands their problems. College distributes food and sweets to the children to that school. Our college students organizes various activities for the school students such as story telling, songs, entertainment. We provide some grocery for the school.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The vision, mission and objectives of the institution point towards a value-based education based on the curriculum of the affiliation K.B.C. North Maharashtra University Jalgaon.

The college successfully implemented the annual pattern. The focus is on skill development and career-

oriented programs through value-added courses. Special attention is given to weak students, especially those belonging to ST/SC/OBC and minority cells. The college caters to the needs of rural students also. The number of girl students also remains good in college.

The main focus of the institution remains on the betterment and welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls. Most of the girls would have remained either at home or would have chosen different tracks. The college administration always endeavours to provide such girls with a good platform to exhibit their talents in different activities in the college. A Sanitary vending machine has been installed in the college, for the safety of the girls.

1. Teaching, Learning, and Evaluation:

Sets standards and bench marks for quantitative and qualitative performance Prepares action plan in the beginning of the year towards quality enhancement and its effective implementation to initiate quality strategies in teaching-learning process. Suggests measures to achieve the set goals and targets through monitoring on the process by effectively delivering the contents. IQAC in co-operation with faculty members tries to find out remedies to overcome short comings identified through feedback for institutional quality development plans.

2. Curricular, Co-curricular, Professional Development:

The API system has designed contents for curricular, co- curricular, and professional development by keeping in view the institutional vision and mission. The college Management is proactive in initiating various quality measures. The Institutional API encourages faculty members to get completely involved in promoting and carrying out various activities for student's development.

3. Tree Plantation and its conservation:

The institute as its strong belief as its mission that education must be useful as per the needs of the society or nation. It is a need of time to keep campus natural and free from any kind of pollution. It is believed that if the campus is surrounded with trees and pollution free, it will be a proper place for teaching-learning function. 'Tree Plantation' is a regular practice of the college. The environmental issues are some of the most profound and complex challenges, requiring immediate attention. Our aim is to achieve a sound environment in and around the college campus as well as nearby villege Tehu, and to sustain it through this program with the volunteer participation of our students. We have identified the following areas which are in tune with our goal and could set an example.

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

5. CONCLUSION

Additional Information :

Our society is very generous and always tries to maintain the quality of Education. Under Sahjeevan Shikshan Prasarak Mandal, College Of Education affiliated to prestigious K.B.C. North Maharashtra University, Jalgaon of Maharashtra. Trust has established many infrastructural facilities which are used by us, computer laboratories are used as sharing facility. For technical support technicians are appointed.

The Administrative Office, looks after the Salary and Financial Expenditures. Financial Audit is done by CA regularly. The college has maintained eco-friendly, healthy and green environment in the campus.

In the college, there will be no Solar Panel system so we decided to install in future the Solar Panel System in the college.

As there is no student bus service of the college, in the near future the college will purchase E-Bus and thereby provide the service to the students at a low rate.

Concluding Remarks :

Sahjeevan Shikshan Prasarak Mandal, College Of Education is the well-known institution in the region. College has Regular Principal since 15 years. He has 30 years of experience in the field of teacher education. College situated in rural and pollution free area. Syllabus and curriculum are designed by board of studies of the University which is implemented by college. In the curriculum of B.Ed. there is a proper balance of theoretical and practical tasks for all round development of students. A vast diversity is appearing in admitted students this diversity can categorized as type of domicile, medium of education, socio economic status, stream of specialization etc but all faculty members use their expertise to fulfil learning needs of each student. Teaching learning process of college is carried out such a way that it takes ideal for all students. College always participates in various types of social and cultural programmes which are useful for students and for society also. College has good infrastructural facilities with various labs, seminar hall etc. All stakeholders of the college like members of management council, teaching staff and non-teaching staff play their role efficiently to achieve objectives which are stated in the vision and mission of the institute.

We follow the decentralization policy of the government and accordingly every member of the college is aware of his duties and responsibilities. Whenever a decision is made and a policy is adopted, the priority is always to empower teachers and support students. The institute always focuses on morals and constitutional values with a view to social responsibility. The college Principal was BOS and Faculty member for 10 years. The college focus is always on the overall development of students. The college maintains a friendly and stress free atmosphere with the best work culture. The college continues to provide academic and emotional support to these students.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2.1.2 | <p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>36</td> <td>41</td> <td>36</td> <td>42</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table> <p>Remark : As no. of students admitted could not be more than sanction seats so based on that DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 39 | 36 | 41 | 36 | 42 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 25 | 25 | 25 | 25 | 25 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 39 | 36 | 41 | 36 | 42 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 25 | 25 | 25 | 25 | 25 | | | | | | | | | | | | | | | | | |
| 2.3.3 | <p>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year Answer before DVV Verification : 50 Answer after DVV Verification: 0</p> <p>Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.</p> | | | | | | | | | | | | | | | | | | | | |
| 3.2.1 | <p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>01</td> <td>00</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 00 | 00 | 01 | 00 | 01 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 00 | 00 | 01 | 00 | 01 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 01 | 00 | 00 |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 6.3.2 | <p>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</p> <p>6.3.2.1. Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>00</td> <td>01</td> <td>00</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 03 | 00 | 01 | 00 | 01 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 00 | 00 | 00 | 00 | 00 |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 03 | 00 | 01 | 00 | 01 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 00 | 00 | 00 | 00 | 00 | | | | | | | | | | | | | | | | | |

| 7.1.7 | <p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.7240</td> <td>0.44422</td> <td>0.8218</td> <td>0.9657</td> <td>0.14891</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 0.7240 | 0.44422 | 0.8218 | 0.9657 | 0.14891 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 00 | 00 | 00 | 00 | 00 |
|---------|--|---------|---------|---------|---------|---------|--------|---------|--------|--------|---------|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 0.7240 | 0.44422 | 0.8218 | 0.9657 | 0.14891 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 00 | 00 | 00 | 00 | 00 | | | | | | | | | | | | | | | | | |

2.Extended Profile Deviations

| ID | Extended Questions |
|-----|--|
| 1.1 | Number of students on roll year-wise during the last five years.. |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 52 | 50 | 50 | 45 | 50 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 102 | 100 | 100 | 95 | 100 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 52 | 50 | 50 | 45 | 50 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50 | 50 | 50 | 45 | 50 |