



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

**Accreditation - (Cycle - 1)**

## **PEER TEAM REPORT ON** **INSTITUTIONAL ACCREDITATION OF** **SSPM COLLEGE OF EDUCATION** **C-8901**

**Parola**  
**Maharashtra**  
**425111**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**An Autonomous Institution of the University Grants Commission**  
**P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

## Section I: GENERAL INFORMATION

1.Name & Address of the institution:	SSPM COLLEGE OF EDUCATION Parola Maharashtra 425111	
2.Year of Establishment	2005	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	2	
Permanent Support Staff:	4	
Students:	103	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. 1. Teacher trainees interacted by telling story and singing songs with the Parishram Mentally Retarded Boys and Girls residential School, Parola and distributed food and sweets to them. 2. 2. SSPM College Of Education is only College of Education in two tehshil. (Parola and Bhadgaon) 3. 3. Established in 2005 and since then running continuously	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 03-02-2025 To : 04-02-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SAROJ YADAV	FormerFormer Professor,NCERT New Delhi
Member Co-ordinator:	DR. D SRINIVAS KUMAR	Dean,DRAVIDIAN UNIVERSITY
Member:	DR. ANIL KUMAR SRIVASTAVA	Principal,Maharaja Surajmal Teachers Training College
NAAC Co - ordinator:	Dr. A.v. Prasad	

## Section II:Metric and Criterion Analysis

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

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Planning
1.1.1 QIM	<p><b>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.</b></p> <p>Sahjeevan Shikshan Prasarak Mandal (SSPM), Co-educational College of Education started in 2005 is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, Maharashtra and strictly follows the curriculum prescribed by the University. The College level meetings are held before the start of new academic year to discuss and plan in advance the execution of course in term of teaching, class assignment, internal assessments, use of reference materials, teaching aids for student teachers. The College takes feedback from teacher trainees at the end of the session for improvement. Being an affiliated College of KBCNM University, not much leverage in revising or removing the content is there however feedback received from various target group is shared with the university. While planning institutional curriculum, the College focus on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for B.Ed. programme offered which are stated and communicated to teachers and students through website of college, prospectus, various student induction programmes.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p><b>Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas</b></p> <p><b>Before the commencement of regular classes, the institution conduct induction programme for the newly admitted teacher trainees in which they are made aware about the PLOs of B.Ed. programme. Teacher trainees are oriented about the theory courses along with pedagogy courses and all the practical aspects of two year course by the principal of the College. Some experts are also invited for interaction on different topics related to teaching profession. The curriculum followed by the College helps student teachers to gain knowledge and develop different skill through the course, like micro teaching skills blackboard writing, stimulus variation, demonstration reinforcement and integration lesson in the subjects chosen. The courses of KBC North Maharashtra University provide opportunities of application based learning, use of computers for prepare PPTs, preparing blueprint and constructing achievement tests. Through various co-curricular activities, such as dramas ,the College facilitates the development of emotional intelligence and communication skills.</b></p>
1.3.2 QIM	<p><b>Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.</b></p> <p>The College made efforts to familiarize students with the diversities in school system in India as well as in an international and comparative perspective. Students are taught through briefing them about the various commissions, Policies or Acts. In this regards a departmental meeting is organized for planning activities and assigned activities to the students to make them competent in dealing with the diversity in school system in India as well as international and comparative perspective.They were made aware about the popular Boards in India like CBSE, ICSE, IB, and State Boards. They are assigned different group activities as project on Development of the school system in India after Independence. The allotted faculties gave guidance to the students about all what was expected from the students.</p>
1.3.3	<b>Students derive professionally relevant understandings and consolidate these into</b>

QIM	<p><b>professional acumen from the wide range of curricular experiences provided during Teacher Education Programme</b></p> <p>At institutional level, curriculum planning and execution reflects that the curriculum helps teacher trainees to understand the inter connectedness of various learning engagement as well as making ready for the professional field. Teacher trainees are oriented about demonstration of micro teaching skills, lesson planning, different teaching skills namely-set induction, questioning, explanation, and illustration with example, stimulus variations, and black board writing skills. During internship of 15 weeks student teachers got opportunity to experience about the actual functioning of school and various activities like preparation of time-table, year plan, unit plan, lesson plan of school teacher, co-curricular activities, morning assembly and maintaining display boards of school, and observation of school facilities such as science laboratory, library, playground, sports facilities, computer laboratory, geography room, etc. The College engages its teacher trainees in observation of national days, extensions and outreach programs etc. Student teacher is also made aware of genders sensitization, environmental issues, moral and ethical values, better career options and about the community .They are also engaged in learning about various registers in office. Teacher trainees prepare a portfolio file obtaining ideas and thoughts about various aspects of education reflect on experiences obtained during the B.Ed. program. However guidance to the student teachers is affected due to the limited academic staff.</p>
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#### Qualitative analysis of Criterion 1

SSPM College Of Education founded in 2005 is affiliated to KBC North Maharashtra University, Jargon, follows its the curriculum. The College remains in contact with BOS and faculty of the University for any development. The College prepare its academic calendar focusing on session plans and time table. Seminars, project work and group discussion are organized to familiarize the student teachers with the diversity in school system in India as well as of International and comparative perspective. During internship, teacher trainees are engaged in co-curricular activities, observation of national days, extensions and outreach programs etc. They are also made aware of genders sensitization, environmental issues, moral and ethical values, better career options and about the community. The College also has a process of obtaining feedback from different stakeholders to make student learning more employable. However the College has not introduced any value added course.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Honoring Student Diversity
2.2.1 QIM	<p><b>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..</b></p> <p>Admission in SSPM College is done through Admission Regulation Authority and State Common Entrance Test. The College at the entry level organises orientation and induction programmes to give opportunity to student teachers to interact with the faculty members, familiarized with the course, mode of internal assessment as well as facilities available in College. Student teachers before the beginning of their courses informally get to know about their knowledge regarding course and their comfort level with medium of instruction. Teacher trainees with diversity are identified through 'Diagnostic' and learning readiness Test previous year marks, classroom participation and are nurtured according to their needs. However no analysis report is enclosed. 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. Some of them include guest lectures, workshops / seminars, group discussion, remedial classes, bilingual medium of instruction etc. However no documentary evidence found.</p>
2.3	Teaching- Learning Process
2.3.1 QIM	<p><b>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</b></p> <p>Teacher educators of SSPM College of Education uses interactive and participatory approach such as group discussion, problem solving ,brainstorming, case study ,demo and practice session for micro teaching skills, to prepare them for real classroom situations during practice teaching and Internship . Different guest lectures and workshops encourage teacher trainees to organize class seminars; making teaching learning materials, organizing exhibitions, etc. In the period of pandemic, online classes through Zoom, Google Meet, Use of Whatsapp groups, sharing of e-resources, sharing different links with teacher trainees were done by teachers to enhance learning of the teacher teachers. Various online assessment tools like Google forms, etc. are also taught to the teacher trainees which can be used by them further. However documentary evidence was not attached.</p>
2.3.5 QIM	<p><b>Continual mentoring is provided by teachers for developing professional attributes in students</b></p> <p>SSPM College of Education 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 such as working in teams, focusing on strength of team members, dealing with student diversity ,conduct of self with colleagues and authorities, keeping oneself abreast with recent developments in education and life, promoting reading of educational journals, magazines, blogs ,search for websites and balancing home and work stress. No evidence was presented.</p>
2.3.7 QIM	<p><b>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..</b></p> <p>For nurturing various skills among teacher trainees the teacher educators modified pedagogies over time to facilitate holistic development of teacher trainees. The different forms of TLM's in the form of charts, models, working models, flash cards, posters, PPT prepared by teacher trainees to enhance their teaching abilities. Student and teachers work together in selection of the appropriate TLM's on different topics, and teacher trainees prepare the same using their creative ideas. Teachers encourage teacher trainees to involve themselves in doing action research</p>

	<p>projects in the form of survey or experiment on different problems like handwriting, homework, attendance, reading-writing, communication, disciplinary problem etc., to come up with innovative solution for the same. However no report was found. Through the practical course of Drama &amp; Art in Education, teacher trainees get the opportunity to think, select theme related to social/educational problems, create scripts, performs in front of the class and prepares reports. Teachers make the teacher trainees aware about the different types of concept maps by providing examples from different subjects and motivate them to participate in Inter College Competition. Celebration of days, tree plantation and other activities were also organised.</p>
2.4	<b>Competency and Skill Development</b>
2.4.8 QIM	<p><b>Internship programme is systematically planned with necessary preparedness..</b></p> <p>SSPM College of Education selects eight to nine schools every year for internship. Faculty members are also appointed as group heads of the schools for internship. The Internship Programme of 15 weeks as prescribed in the syllabus and given by the affiliating University is conducted. Before starting the internship, teacher trainees are provided information about the internship program and about the work to be done by the student teachers as trainees in the schools. Detailed information about the academic and cultural activities to be done by the teacher trainees during the internship and the importance of the internship in the curriculum and the grading scheme are also made known to the teacher trainees through orientation. College faculty and group head faculties of the concerned school guide teacher trainees to complete the internship work. Student teacher write the report of the work done during the internship period and the practical work completed in the practical note books which is evaluated by the faculty of the college.</p>
2.4.11 QIM	<p><b>Institution adopts effective monitoring mechanisms during internship programme.</b></p> <p>Faculty members give demonstrations for each micro-teaching skill to student teachers. After demonstrations student-teachers practice each skill before the actual internship. Teacher trainees are allotted the schools well in time and all information such as contacts details of in -charge, GPS location of the school, nearby railway-station/ bus stands etc. are shared with student teachers. The school principals orient them on the first day of internship about the functioning of school system and role of a teacher. 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 all the stakeholders -principal, teacher educator school teachers, peers is explained to them.</p>
2.5	<b>Teacher Profile and Quality</b>
2.5.4 QIM	<p><b>Teachers put-forth efforts to keep themselves updated professionally through</b></p> <ul style="list-style-type: none"> <li>• <b>In house discussions on current developments and issues in education</b></li> <li>• <b>Sharing information with colleagues and with other institutions on policies and regulations</b></li> </ul> <p>Teachers share information with other teachers of different College about policies and regulations on regular basis. The college has 2 regular faculty members and 4 part-time teachers for B.Ed programme. No teacher is appointed for visual and performing art. Two teachers have Ph.D. degree and the college need to encourage other faculty members for doing Ph.D., by providing organizational support. Some seminar, workshops or expert lectures, other teacher orientation programme need to be organized by the College or encourage the faculty to attend the same with organizational support to keep them professionally updated.</p>
2.6	<b>Evaluation Process</b>
2.6.1 QIM	<p><b>Continuous Internal Evaluation(CIE) of student learning is in place in the institution</b></p> <p>SSPM College of Education as a part of Continuous and Comprehensive evaluation of teacher</p>



	<p>trainees reviewed their attendance periodically and shortfalls are informed. Teachers assess teacher trainees on their assignments, files, co-curricular activities and their regularity in the classroom. Internal assessment is done for all teacher trainees as per the university criteria. The faculty is personally involved to help the teacher trainees to prepare the assignments. Corrections and modifications are constantly done. Internal examinations are held at the end of each Semester. The answer sheets are shown to the teacher trainees and both verbal and written feedbacks are provided bilingually. The written/oral test is taken by the faculty after the completion of each unit. Teachers encourage student teachers to participate in interactive sessions, case study, group discussions, power point presentations, projects and assignments and yogic activities.</p>
2.6.3 QIM	<p><b>Mechanism for grievance redressal related to examination is operationally effective</b></p> <p>Examination Committee is responsible to deal with all the grievances related with the internal assessment and external examinations. The grievances of teacher trainees are communicated through the mentors and the faculty members as well. Initially Class Mentors look into it and then the Redressal Cell. The grievances are usually related to the dissatisfaction in the evaluation in internal exams or assessment, marks deduction or marked absent in the assignment. At the university level, the College examination committee guides the teacher trainees 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. The College also intimates the university regarding any mismanagement in the conduction of examination from the university side. Types of grievances dealt by the examination committee are related to admit card, hall ticket for the examination, candidate's Photo missing on hall ticket etc.</p>
2.6.4 QIM	<p><b>The Institution adheres to academic calendar for the conduct of Internal Evaluation</b></p> <p>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 the same is displayed near the Principal's office. The student teachers academic progress is monitored through internal evaluation, seminars, project work, and unit test and semester examinations. Examination committee monitors overall internal assessment process. Every teacher plans the teaching and evaluation schedule of the assigned subject in consultation with the head of the department.</p>
2.7	<p><b>Student Performance and Learning Outcomes</b></p>
2.7.1 QIM	<p><b>The teaching learning process of the institution are aligned with the stated PLOs and CLOs.</b></p> <p>The College displays course syllabi, Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) on the website. During the orientation programme at the beginning of each academic year, teacher trainees are introduced to the PLOs, while faculty members responsible for each course brief their classes about the specific CLOs. To facilitate effective planning, the College prepares an academic calendar, ensuring teacher trainees have access to timetables and date sheets placed on Notice Boards. 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. Teacher trainees get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes. Bridge Courses help to clear PLOs and CLOs of each course in the beginning of program.</p>
2.7.3 QIM	<p><b>The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements</b></p> <p>Depending on the course style, several methods for continual evaluation include class tests,</p>

	seminars, and assignments are used. The teacher trainees of the College provide inputs on drawbacks, limitations and merits in teaching and learning. Feedback is also collected to assess the performance of the faculty members. The names of meritorious teacher trainees are prominently displayed and felicitated for their performance to encourage new learners. The intended Learning outcomes of other co-curricular and extra-curricular activities are also communicated to teacher trainees from time to time in classes to make them understand the importance of developing an all-round personality. Winners of cultural and Sports events are awarded prizes. Direct measures of assessment include homework, quizzes, exams, reports, essays, case study, course evaluations etc. Learning tests, assignments and other course activities used for summative assessment.
2.7.5 QIM	<b>Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.</b> SSPM College of Education uses oral presentations, assignments, examinations, project work, participation in co-curricular activities to know and to cater the needs of student teachers. The College has a “Policy for classifying teacher trainees into slow, moderate and advance learners and cater to their needs accordingly. Those who did not perform well in diagnostic test and learning readiness test conducted at entry level were provided with remedial classes, notes, extra study material and information about open educational learning resources and motivated to take part in the co-curricular activities and mentoring session.

#### Qualitative analysis of Criterion 2

The institutions ensure access and support to teacher trainees from all sections of society. The College has designed policy “Policy for classifying teacher trainees as per their learning levels and catering them accordingly. Teacher trainees are motivated to use ICT support for their learning, in practice teaching, and co-curricular activities. Opportunities are provided to the teacher trainees to develop competencies and skills related to school based practices, communication, construction of assessment tools, organizing events and also hands on experience of school functioning during Internship. The College follows the guidelines of University for internal and external assessment. In internal assessment, teacher trainees’ performance in activities, attendance, assignment, presentation skills and knowledge levels is evaluated. If they have any grievance, these are addressed. However there is need to fill the posts and professional development of the faculty.

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

3.3	Outreach Activities
3.3.4 QIM	<b>Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development</b> SSPM College organised various activities such as swacchata abhiyan, cleanliness drive, tree plantation and elocution competition to create awareness about the environment and develop confidence among student teachers. AIDS Day was also observed and student teachers created Red Ribbon AIDS wall and AIDS related posters. The rally was also held for creating awareness about health among the youth. During COVID-19, B.Ed., teacher trainees organized a program to facilitate the education of children in rural areas at their doorstep. Two MOU are signed up but activities need to be initiated for which MOU are signed.

#### Qualitative analysis of Criterion 3

The faculty of SSPM College has published only one research paper / articles and two books during last five years. This shows the requirement of in-house support in effective manner to encourage faculty to participate



in research related work. Teacher trainees do action research during internship that reflects the efforts of teaching learning process in building research competency and attitude in them. However there is a need to undertake minor and major research project by the faculty The College is organising community outreach activities for developing social sensitivity among the teacher trainees. Community based activities focusing swacchata abhiyan, cleanliness drive, tree plantation and elocution competition, yogic activities are organised. AIDS Day was also observed for creating awareness about health among the youth. During COVID-19, student teachers taught the rural children also.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>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</b></p> <p>SSPM College of Education has 06 classrooms, 01 seminar hall and 01 multipurpose hall. The campus is Wi-Fi enabled. The College has a library, science, mathematics, social science, and psychology labs. The College has computer lab having 20 computers, 3 Scanners, 1 printer and 1 colour printer. Library is also having 3 computers with printer. The college also has Drama and Art Resource Centre including sports room. The College have other facilities like girls' common room, sports field and canteen. Ramp is available at the entry of the College building.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><b>Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software</b></p> <p>The College Library is has Wi-Fi facility and an E-Library software for maintenance of database of books. It has a seating capacity of 12-15 users. Two computers for the teacher trainees and 01 Computer for Librarian is there in the library.</p>
4.2.2 QIM	<p><b>Institution has remote access to library resources which students and teachers use frequently</b></p> <p>The library at SSPM College of Education allows students and teachers to use library facilities during college time. Library offers free internet access and it has E-library software. Library has computers for teacher trainees with internet.</p>
4.3	ICT Infrastructure
4.3.1 QIM	<p><b>Institution updates its ICT facilities including Wi-Fi</b></p> <p>The institution is equipped with internet and Wi-Fi facility, overhead projector (OHP), LCD Projectors. Multipurpose Hall have LCD projector with screen and audio system for Teaching-Learning purpose. Use of mobile phones is also encouraged by teachers for conceptual clarity. The Wi-Fi enabled building support student to watch videos related to teaching methodologies done by their respective teachers, motivational videos for further reference. 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, and Zoom meeting were organised.</p>
4.4	Maintenance of Campus and Infrastructure
4.4.2 QIM	<p><b>Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place</b></p> <p>System and procedure for utilizing physical, academic and support facilities are under the supervision of the principal and the concern lecturers. Regular cleaning of building and of the campus is done. The College ensures a green campus with "No plastic Zone" and "No Smoking Zone". "Tobacco free campus" The laboratories are maintained and staff in charge takes care of stock .The Library follow rules and procedures related books and other reading materials. Book bank system is also available. Annual maintenance for Computer, Printer, Software, CCTV, Fire extinguisher is in place. Website is maintained and updated. Sports room looks after maintaining the sports ground and sports equipment. First Aid Box &amp; Suggestion Box are also available.</p>

#### Qualitative analysis of Criterion 4

The College has adequate infrastructural facilities like multipurpose hall, Seminar hall, 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 and a playground. The College has sanitary vending machine. The College ensures a clean campus. The library is Wi-Fi enabled and has variety of text books and E library manager for database of books. ICT facility is available to teacher trainees and staff for activities related to teaching-learning process.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.3	<b>Student Participation and Activities</b>
5.3.1 QIM	<p><b>Student council is active and plays a proactive role in the institutional functioning</b></p> <p>The College has a Student Council. It comprises of general secretary other members. All are elected or nominated based on attendance, good conduct and marks in previous University examination. The council members are closely monitored and are part of various committees and participate in cultural and sports events. The Members organize programs for empowerment of women on International Women's day.</p>
5.4	<b>Alumni Engagement</b>
5.4.1 QIM	<p><b>Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.</b></p> <p>The College has an alumni group, but not registered. The College conduct annual gathering every year with alumni student teachers, faculty members, and management. Such meeting help in placement, Internship and <b>motivating new teacher trainees</b>. The College has created a registration form for all final year teacher trainees, to become member of this group.</p>
5.4.4 QIM	<p><b>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.</b></p> <p>An Alumni Meet is organized annually. Alumni are honoured and the College provides alumni in the alumni meet with souvenirs like mugs, photo frames, mementos, etc. However no documentary evidence is showcased. Apart from formal alumni association meetings, the institution also engages the alumni support in collecting suggestions, feedback on existing curriculum and emerging trends. In every meeting, talk is organised on important aspects related to the course for the benefit of teacher trainees.</p>

#### Qualitative analysis of Criterion 5

The College has a Policy identifying different learning levels and catering them according to different levels" for teacher trainees. The College has been upgrading its IT infrastructure. Teacher trainees are motivated to use ICT support for their learning, practice teaching, Internship and co-curricular activities. Teachers are regularly updated with the teaching-learning and evaluative methods by organizing group discussions. Continuous Internal Evaluation is done in accordance with academic calendar. The College has alumni, but not registered. An Alumni Meet is organized annually.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	<b>Institutional Vision and Leadership</b>
6.1.1 QIM	<p><b>The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission</b></p> <p>The governance of the institution is in tune with the vision and mission. The College Development Committee of SSPM College of Education plans policies and development related activities. The College to improve academic and administrative performance appointed qualified teachers. All members of the management of the College participate in planning and management of the College. Vulnerable Student are identified for additional reinforcement through remedial action. Counselling is also given to the student teachers at the time of admission.</p>
6.1.2 QIM	<p><b>Institution practices decentralization and participative management</b></p> <p>The College practices participatory management and delegation of authority to the teachers in the College. Lists of different committees like Grievance Committee, Anti-ragging Committee, College Development Committee, IQAC, cell, student welfare committee etc., are displayed on the notice board and uploaded on the College website. Governing body is an apex body to scrutinize and approve the minutes of their statutory bodies. Principal maintains co-ordination between academic and administrative staff regarding general administration, examinations and other activities.</p>
6.1.3 QIM	<p><b>The institution maintains transparency in its financial, academic, administrative and other functions</b></p> <p>The institution maintains transparency in its financial, academic, administrative and other functions. Smaller amount is approved by the Principal and for large amount the approval of the President of the organization is required. Audit report is prepared by Chartered Accountant firm. The same is sent to the university verification and for affiliation every year. The admissions to the College are as per the merit list provided by the Government of Maharashtra. Internal evaluation of the teacher trainees is done by different types of tests. The administrative work of the Colleges looked after at the top by management. The principal of the College looks administration system and the heads takes care of various committees. While taking any decision regarding the college, the president, secretary, principal of the College and heads of various committees participated.</p>
6.2	<b>Strategy Development and Deployment</b>
6.2.1 QIM	<p><b>The institutional Strategic plan is effectively deployed</b></p> <p>SSPM College of education has designed short term and long term plans. The time bound strategic plan developed by the Colleges effectively implemented and supported with appropriate financial allocations. The College maintain an IQAC that functions on the basis of MIS. The College maintains a management system to collect, align and integrate information on academic and administrative aspects of the college. Teacher in-charges discuss issues such as coverage of syllabus, use of audio –visual aids, teacher trainees attendance record, internal assessment, organization of CCA, Laboratory work and use of ICT. Prospective plan is developed at the beginning of the academic session.</p>
6.2.2 QIM	<p><b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</b></p> <p>The Organogram of the College uploaded by the College reveals its administrative set up in a hierarchical way in which management, Principal, HOD, teaching faculty and non-teaching faculty and other supporting members work together. Various functions like faculty recruitment and appointment process of both teaching and non-teaching staff, service &amp; rules and general</p>

	<p>policies are as per the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon but the colleges have the right to fill up the posts on a temporary basis or for one academic year only. Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular activities. The faculty is provided duty leave for attending workshop, seminar etc.</p>
6.2.4 QIM	<p><b>Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.</b></p> <p>Internal Quality Assurance Cell, Discipline, Library, Practice Teaching and Internship, Examination, Co-curricular Committee, Admission Committee, Alumni Committee, Anti Ragging Cell, Internal Complaint Committee, Grievance Redressal Cell, RTI Cell are formed at the beginning of year to carry out their related activities. The IQAC manages infrastructural, prepares a comprehensive development plan, teaching activities, academic calendar, co-curricular activities, training programs, prepare the annual report etc. Anti- Ragging Cell caters to the safety and welfare of the teacher trainees. Minutes of meetings are duly recorded.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p><b>Effective implementation of welfare measures for teaching and non-teaching staff is in place</b></p> <p>SSPM College of Education uploaded the circular of various staff welfare measures in term of medical and maternity leave, advance, promotion, research participation, however so far the list of beneficiary is concerned is nil. Training in computer &amp; software management is provided to the staff members as per requirement. Transport facility is also provided to the teaching staff. The College also provide advance to staff as per their need. Encouraging the faculty to take up membership of various state &amp; local level researches and attend seminar and workshops. However documentary evidence about the financial support is found nil.</p>
6.3.5 QIM	<p><b>The institution has a performance appraisal system for teaching and non-teaching staff</b></p> <p>SSPM College of Education at the end of each academic year do the performance appraisal of faculty members and the non-teaching staff by collecting data through performance appraisal form. Qualitative and quantitative parameters for teaching faculty appraisal is evaluated on the basis of teachers academic deliverance, daily attendance record of student, course development and management coordination with student in terms of subject deliverance, class activities, lab related practical etc. Further at the end of session, a team consisting of the principal and staff goes through the feedback form collect from the student and suggest suitable measures to improve the teaching learning process. For non-teaching staff the feedback is collected from each department and appraisals are given.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p><b>Institution conducts internal or/and external financial audit regularly</b></p> <p>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. SSPM College of Education follows Voucher system to keep track of every transaction that proves helpful for internal audit. The College appoints internal auditor and a financial officer to look into the internal audit and check all the matters. External Audit is conducted by the registered Chartered Accountant. The report of the external audit is submitted to the affiliating university and department of Higher Education, Government of Maharashtra.</p>
6.4.3 QIM	<p><b>Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.</b></p> <p>The only source of revenues was the fee collected from the student teachers.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p><b>Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies</b></p>

	The College 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. This cell also examines and addresses the suggestions received through different modes such as verbal or communicated through suggestion box and allied channels.
6.5.2 QIM	<b>The institution reviews its teaching-learning process periodically through IQAC or any other mechanism</b> SSPM College of education adhere to academic calendars and other activities such as internal examination ,academic monitors ,attendance of teacher trainees ,availability of ICT facility , Remedial classes etc., with the help of IQAC. The feedback collected from various stakeholders are analysed by the IQAC.
6.5.5 QIM	<b>Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives</b> SSPM College of Education 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 by the College and is strictly adhered to. All newly admitted teacher trainees are compulsorily involved in orientation programs .All teacher trainees are also given a guided tour of the campus and various facilities. The IQAC Periodically reviews the teaching process and suggests regular expansion, upgrades and addition of expected materials, equipment's and infrastructure.

#### Qualitative analysis of Criterion 6

Vulnerable Student teachers are identified for additional reinforcement. Counselling is given to the student teachers at the time of admission. For practical experience, teacher trainees are associated with different committees constituted by the College. It conducts periodic audits - External audit is conducted by the registered Chartered Accountant and the report is submitted to the affiliating university. Major activities of the institution are organized under the guidance of IQAC Cell. All the Statutory work like admission, examination, faculty recruitment and appointment process of both teaching and non-teaching staff, service & rules and general policies are as per affiliating University.

#### Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements</b> The College shared its energy policy to promote environmentally responsible practices and behaviour with its entire staff. Conventional fluorescent tube lights in the College were replaced progressively by LED lamps. In the College, there is a "Energy Conservation Cell" which manages all activities to ensure that the consumption of energy is reduced to a practical minimum. However, no solar system is seen in college.
7.1.2 QIM	<b>Institution has a stated policy and procedure for implementation of waste management</b> SSPM College of Education has designed an integrated Waste management system for optimizing and analysing waste. The College has different dustbins to segregate the different waste like solid, wet and dry etc.. To reduce waste at the College, teacher trainees and staff are educated through lectures, advertisement on notice boards, displaying slogan on boards in the campus. Liquids are diluted by getting mixed with the washroom and toilet liquid wastes in to the common drainage pit. The entire spectrum of solid waste generation, segregation and collection is processed



	systematically in the campus. Tree droppings from the campus green area are treated through organic waste composters and waste is created into manure. A farm lake is made in which rain water is collected.
7.1.5 QIM	<p><b>Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment</b></p> <p>SSPM College takes care of personal hygiene, safe water, waste water disposal, solid waste disposal, and environmental sanitation. Separate and safe sanitary facilities for male &amp; females are available in the campus. For female sanitary napkin vending machine is available. Use of dustbins to segregate solid waste at the source is deployed.</p>
7.1.8 QIM	<p><b>Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.</b></p> <p>Most of the teacher trainees taking admissions in the College are local and belong to the nearby rural area and other district of Maharashtra State. Each and every student along with faculty members is involved in observance of national festivals, local festivals, awareness rallies about government and non-government initiative. SSPM College organized programs on plantation, environment, society and community. Care is taken to maintain cleanliness and greenery in and around the campus. College offers its own parking space inside the College.</p>
7.2	Best Practices
7.2.1 QIM	<p><b>Describe at least two institutional best practices (as per NAAC format given on its website)</b></p> <p>SSPM faculty provided professional and personal advice to teacher trainees to improve their participation in academics and co-curricular activities. SSPM Principal, staff and teacher trainees visits to Parishram Mentally Retarded Boys and Girls residential School, Parola. Teacher trainees interacted with the mentally retarded children and distributed food and sweets to them. College teacher trainees organize various activities for the school teacher trainees such as storytelling, songs, entertainment.</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p><b>Performance of the institution in one area of distinctiveness related to its vision, priority and thrust</b></p> <p>Besides subjects learning, the College has ample opportunities for teacher to attend professional development programmes and student teachers to participate in various co-curricular and self-defence activities to build their self-concept and self-esteem.</p>

#### Qualitative analysis of Criterion 7

Energy conservation is practised to reduce the consumption of power by using energy saving measures. Waste management practices are differentiated into Solid Waste Management and Liquid Waste Management. Sanitation activities are there to ensure cleanliness in campus. SSPM organises various National days to familiarise Student teachers with eminent personalities and their contribution to the society. Besides the subjects specified in the syllabus, special emphasis is given on yoga, and various awareness programs ensuring an overall development of student teachers. Teacher trainees visited Parishram Mentally Retarded Boys and Girls residential School, Parola, interacted with the mentally retarded children and distributed food and sweets to them.

#### Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

## Overall Analysis

### Strength:

1. SSPM College Of Education is only College of Education in two tehshil. (Parola and Bhadgaon)
2. Adequate infrastructure
3. Easily accessible location of institution
4. Library is equipped with number of resources including text books, reference books, journals.
5. Campus is clean and maintains clean washroom, pollution free environment.

### Weaknesses:

1. Lack of permanent teaching staff
2. Lack of interest in research work and very less number of publication in research journal
3. Inadequate water resources during summer.
4. The fee structure is fixed by Shikshan Shulk Samiti for every three year which is insufficient to pay government scale to our staff.
5. Alumni is not registered.
6. Non participation of teacher trainees in National and International level seminar and conferences.
7. Lack of placement record of student trainees.

### Opportunities:

1. Financial contribution of Alumni to the institution can be improved.
2. Scope for generating new interdisciplinary courses.
3. To obtain corporate funds for College development.
4. To organize more faculty development programme.
5. Increase in internship linkages to providing better opportunities to teacher trainees.
6. To increase credit based system of courses.

### Challenges:

1. Highly qualified staff is not available because of self-financed college.
2. Lack of undertaking research projects due to financial constraints.
3. Lack of external financial support for attending professional development courses such as seminars/ conferences / workshops being self -financing Institution

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

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

- 1. Strengthen the teaching staff by appointing full time teachers as per the norms of the regulatory authority.
- 2. Strengthen the library by adding reference books, encyclopaedias, e-books, journals in education etc.
- 3. The institution should encourage its teaching staff for conducting research and writing research papers in UGC Care listed journals.
- 4. The institution should provide support for various professional development programmes (seminars/ conferences / workshops).
- 5. Alumni Association needs to be registered and strengthened by increasing their functional participation in various institutional activities.
- 6. The institution should start short term skill / market oriented courses, UG and P.G. programmes for generating employment opportunities for rural and tribal teacher trainees including value added course.
- 7. Encourage faculty members to enrol in Ph.D and teacher trainees for MOOC /SWAYAM Courses.
- 8. The institution should make provision for assistive facilities (ramp, lift and accessible washroom) in its campus.
- 9. The institution need to focus on green initiatives and alternative energy sources like water harvesting, solar panel and proper vermin-composting.
- 10. The College needs to plan activities for the overall personality development of the teacher trainees.

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

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. SAROJ YADAV	Chairperson	
2	DR. D SRINIVAS KUMAR	Member Co-ordinator	
3	DR. ANIL KUMAR SRIVASTAVA	Member	
4	Dr. A.v. Prasad	NAAC Co - ordinator	

**Place**

**Date**