jRjMGFmODk3MTFmYjkzYWFmZTIwYzZhOTQxNTdkNjU1ZGQ5ZDcyMWUxYzgzYjkwOGJmYzk1MGNlYSIsInRhZyI6IiJ9)

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BAHUUDDESHIYA SAMAJIK GRAMIN V SHAIKSHANIK SANSTHA VINCHURE SHIKSHANSHATRA MAHAVIDHYALAY ABHONA TA-KALWAN DIST-NASHIK

ABHONA TA- KALWAN DIST-NASHIK 423502
423502

www.ssbedcollegeabhona.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 1970

Executive Summary

Introduction:

The college is decided to continue student improvement in its awareness as part of various diversity to sustainability & social responsibility of the campus. Institution that in pursing the vision & mission of the college, there is a need to protect the college's immediate environment, therefore utmost care & attention is given to all our activities to ensure sustainable use of various available resources, discouraging wasteful practices, minimising pollution & re- using waste material for 21th century for benefit of individual & society at large world.

Our campus students are not only oriented during the various induction programme on the endeavours towards sustainable living, but also throughout the course work the concept of sustainable development & living is integrated into all the course activities. Students through the various social activities are also involved in the decision making process so that social practices can evolve reflection emerging needs of the college environmental protection. Our campus college also regarding "Plastic Free Campus" from time to time, a green environment is in practice to streamline the ways of energy conservation. In its attempt to design & establish a fundamentally institutional commitment with responsibility towards environment, the college had been initiated simple yet workable solutions like i.e. replacing electric wires & switches, using LED bulbs, mapping electricity switches, Aqua, CCTV Camera etc. Student also motivated SWOT analysis concept for future life era.

Our college fully tribal area and naturally environmetn. Teacher educator colllege train the teacher pupil who help village area. Vision always display Come for Knowledge Go for Servisce and Mission To prepare competent and committed teachers who transform Society, Social Service and make the better world.

Vision:
Come for Knowlege Go for Service

The tribal college vision reflected the good student teacher for socity.

Mission:
To prepare competent and committed teachers who transform Society, Social Service and make the better world.

SWOC

Institutional Strength :
Strength is an institutional advantage which positively contributes to the college in attaining its objectives.

1 College is an Educational institution with natural tribal area which is good environment teaching learning process. The tribal cultural significance of the institution is emphatically felt in the social life for social service.

2 Faculty Out of the highly qualified teacher, three professor has Ph. D holder and there good research paper. There for qualified NET or SET and M. Phil Also which helpful student teacher.

3 Transparency The administration of the college is highly transparent and UG admission and invariably follows government rules and every decision making is under the purview of RTI Act.

4 Examinations and Evaluation system in the college keeps good and standards of integrity and the examination procedure.

5 The library of the college is one of the pillar of remote area student. Books, journals and magazines are available there.

6 Infrastructure the College possesses a good.

7 Inclusiveness and Diversity Students and staff come from all communities and areas that are socially, economically or culturally backward.

Institutional Weakness :

1. **CANTEEN**

Canteen facility needs to be improved. A separate kitchen is required for maintenance of proper hygiene.

1. **INFRASTRUCTURE**

As per the increasing strength of students more classrooms and laboratories are required.

1. **INCUBATION AND PLACEMENT CELL**

Although there is a placement cell in the college but improvement for proper functioning is required.

1. **DIFFICULTY IN TRACKING ALUMINI**

There is a difficulty to track all the alumnae of the college.

Institutional Opportunity :

1. Location Situated centrally in the natural place in Maharashtra.

2 Placement cell the process could be simplified by the presence of an Incubation Cell.

3. Tribal area student teacher gives well training to create awareness in culture 4. The college has ample opportunities to introduce need- based courses which generate employability.

5. Tribal area student teacher gives bus facilities

6. Physically handicapped student available lift facility

7. Government various scholarship scheme

8. Various internship activity

Institutional Challenge :

The factors which make implementation of various processes difficult in the tribal college are classified under challenges.

1. Infrastructure Augmentation the College has more than basic infrastructural facilities. However, there is much more room for updating and adding to the existing infrastructure, especially in the Computer Lab.

2. The college planning in future organize seminar, national level conference, international level conference, teacher educator related workshop, NEP programme.

3. Teacher educator facility and opportunity which decide tomorrow future like training programme.

4. Teacher educator counselling programme

Criteria wise Summary

Curricular Aspects :

     The syllabus established the Savitribai Phule Pune University which necessary student teacher. Its professional courses that may content and curriculum diversity of the various branches. College also the Provide more facility that is curriculum and extra- co-curriculum. Mostly students comes in remote area so, gives and interaction bilingualism language and multilingualism language for training period.

The following aspects deserve mention:

- Strict adherence to the Academic Calendar
- Student teacher enrolled the various college co-curriculum activity.
- Implementation of the Reservations Policy and provision of scholarships for Socio-economically weaker students.
- SC/ST Scholarship for GOI

Institution ensures an effective curriculum, well-planned, documented for B.Ed, revised every three years in alignment with the national curriculum reforms integrating the recent educational trends and development. The recommendations and suggestions of IQAC, statutory boards, universities are taken into consideration with 10- 20% deviation from affiliating university with quality inputs paving the path for students to appear for competitive examinations.

Students have experiential learning with practical sessions including activity based learning: webinars, seminars, field engagement, interactive classrooms, peer teaching, internship, co-curricular activities to develop teaching competencies.

Sources for Curriculum Change: Feedback from stakeholders. Current trends in the field of teacher education, state and national, international directives Requirements of various boards (CBSE, ICSE, SSC) Suggestions from the reports of Annual Status of Education Report (ASER), newspapers, McKinsey's document on education Empirical research in various disciplines Faculty Development Programmes Field studies, visits to universities

Steps include: Faculty members prepare syllabus for respective courses Revised curriculum is put forward to the members of the Statutory Bodies for review, suggestions and approval before the new curriculum is transacted. Ensure effective curriculum delivery through systematic, strategic, transparent processes, the almanac acts. International standards in both academics and assessment are reviewed, debated, standardized to local context, to Indian classrooms with respect to academic standards, instructional designs, credit based evaluation. Scope emphasising on value sensitization, environmental issues and women empowerment.

Teaching-learning and Evaluation :

     College of Education Abhona where substantial number of students are from ST category from remote area and socially weaker sections of society, more emphasis is placed on teaching than is common in other city college. Students who studied in a regional language for easy environment. Basically college campus

in PESA Schedule area than the language also suitable student mental ability in course of curriculum.

Teachers combine traditional teaching methods with their own language. Faculty prepare annual plans and also maintain a weekly of what was actually transacted in the classroom. The Internal Quality Assurance Cell conducts quality audit and conducts programmes for improving the quality of teaching. ICT is used for PPT and Excel, word work in College time. The Evaluation process is transparent. Students are evaluated in a continuous assessment system, comprising written examinations, class seminars, and assignments. The final marks are scrutinized by a committee before passing the results.

Working in Teams:

UG and PG students are grouped under the supervision of mentors with 13-15 students to cope with academic and professional growth. They are encouraged and guided to participate scholastic & co-scholastic events.

Projects:

Continual mentoring is provided by mentors for successful completion of projects, to work in teams according to the interest and develop awareness about social issues. Projects are assessed as per the rubrics by the jury during showcasing session and encouraged to reflect on learning experiences gained.

Activities:

Activities are monitored by the concerned mentors and in-charge lectures with learning experience, expressed in their portfolio project for professional growth.

Infrastructure and Learning Resources :

In Future regarding new technology this college has taken following key core areas to sustain & manage energy consumption, regulation & conserve natural environment in the campus by implementing structures awareness programmes of university. The energy consumption models such as natural lighting in Classroom, 100% Power Backup, LED Light fixtures, Effective Peak load management, maintaining air conditioning & water coolers on optimum temperature setting, Recycle, Re-use system. Maintenance of equipment to ensure sustainable longevity. This college organizes hands- on training to faculty, non-teaching staff & students for facilitating energy saving practices.

Library Automation:

The total area of the library is 40*25=1000 sq. ft. with the seating capacity of 50. The working hours of the library are 10.00 AM to 05.00 PM on all working days, before and during examination, during vacation except Sundays and gazette holidays.

Library is fully automated and installed Master Soft ERP Library Software for smooth working of library that includes accessioning, issue return, OPAC, data generation, stock verification. OPAC (Online Public Access Catalogue) facility is made available through Library Management Software to search the bibliographical details about the collections. OPAC computerized system is provided to the students, which facilitates them to have a glance at the number of books available, number of issued books, new books added to the list which helps them to issue the correct book when required. In addition, reprographic facilities like scanning, printing and photocopying are available in the library. The reading room is well furnished and provides conductive environment for study to the students. Before availing the library

facilities, the faculty and students needs to sign in the register at the entrance. Security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users. CCTV cameras are also fixed in the library for strict surveillance.

Bill for augmentation of library signed by the Principal	View Document (Master Soft ERP Bill)
Link for additional Information	View Document (Library, Reading Room, Staking Section Photo)

Student Support and Progression :

Student support scholarship and EWS scheme for backward class. student teacher guidence and caouncling . The college of education has a well constituted student council that meets formally and informally. Student council is the voice of the student body.The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. The members of the Student Quality Council (SQC) are selected with a democratic approach by giving equal opportunities to B.Ed. It includes college representative, Office bearers from subject methodologies such as Self Study Report of ST College of education Abhona, Mathematics, Physical Sciences, Biological Sciences, Social Sciences, English and Telugu. The members assists their peers in sharing their thoughts, interests, and all the concerns during the course which in turn develops leadership qualities, organizational behavior, event planning and make them more responsible and proactive in reorganizing and managing both academic and co-circular activities in the college such as, SQC requests for spacing dates for different projects, seminars, submission of assignments and also to issue question papers in exam hall 10 minutes before exam commences and so on.

The Chairperson (Principal) calls for regular meetings with student council to discuss about various academic programs and other activities of the college thus decentralizing the power of decision making to them following discipline, decorum and protocol. The representatives in the SQC voice their problems and suggestions of all students during their meet with the principal to resolve any conflicts.

The function of the student council is based upon Institutional guidelines.Student councils participate, organize and manage various academic and co-curricular activities in the college. Student council discusses all curricular related issues and concerns; they are considered for rescheduling the dates of assignments, seminars etc. Feedback from SQC is valued for a better functioning.

Members of the Student Council serve as a bridge between the students and the administration. Not only do they ensure that the grievances of student population reaches the authorities, but also act as the students' representatives in the process of making important decisions.

The Students' Council also assists clubs/ members as well as in-charge faculty in conducting and organizing various co-curricular and extra-curricular activities or events such as dance, Music, General Knowledge, Essay writing, Debate, Drawing/ Painting Bulletin Board etc.In addition to organizing events that contribute to the institution's spirit and community welfare it takes an initiative to arrange various events of college such as picnics, field trips, organizes national and international days of signficance and through these they develop responsibility and leadership.They take initiatives to organize events, exhibitions, seminars , webinars, conferences, canteens and club activites

Governance, Leadership and Management :

A culture of participatory management is practiced at all levels. Both the top down and bottom-up approaches are used to effectively implement policies. Teaching-learning, and evaluation process as well as in general administration. Student representatives play a role in managing the departmental societies. Further, faculty members managing several auxiliary units such as library, laboratories and various activity. College also celebrate various ceremony in Indian leaders.

Institutional Values and Best Practices :

- A qualitative difference in the academic performance and instilled self-confidence among students teacher. Each faculty member monitors the academic progress of a group of students and guides them to shape their professional career besides dealing with personal issues.
- Maintaining a weekly log of how the lesson plans have been transacted in the classroom.
- Various committees have been constituted to address different issues in the college and university including exam reforms, security, anti-ragging, sexual harassment, hygiene and sanitation to name a few.
- College create awareness various activity i.e. Internship, Birth ceremony, functions, Environment day.

The college is decided to continue student improvement in its awareness as part of various diversity to sustainability & social responsibility of the campus. Institution that in pursing the vision & mission of the college, there is a need to protect the college's immediate environment, therefore utmost care & attention is given to all our activities to ensure sustainable use of various available resources, discouraging wasteful practices, minimising pollution & re- using waste material for 21th century for benefit of individual & society at large world.

Our campus students are not only oriented during the various induction programme on the endeavours towards sustainable living, but also throughout the course work the concept of sustainable development & living is integrated into all the course activities. Students through the various social activities are also involved in the decision making process so that social practices can evolve reflection emerging needs of the college environmental protection. Our campus college also regarding "Plastic Free Campus" from time to time, a green environment is in practice to streamline the ways of energy conservation. In its attempt to design & establish a fundamentally institutional commitment with responsibility towards environment, the college had been initiated simple yet workable solutions like i.e. replacing electric wires & switches, using LED bulbs, mapping electricity switches, Aqua, CCTV Camera etc. Student also motivated SWOT analysis concept for future life era.

Research and Outreach Activities :

Research can be improved the teacher various aspect of the knowledge building in 21th century. Our college faculty member and student participant in various seminar, conference, workshop, orientation course, refresher course and FDP course also. Student teacher participant online curriculum activity.

Profile

BASIC INFORMATION

Name and Address of the College	
Name	BAHUUDDESHIYA SAMAJIK GRAMIN V SHAIKSHANIK SANSTHA VINCHURE SHIKSHANSHATRA MAHAVIDHYALAY ABHONA TA-KALWAN DIST-NASHIK
Address	Abhona Ta- Kalwan Dist-Nashik 423502
City	Nashik
State	Maharashtra
Pin	423502
Website	www.ssbedcollegeabhona.org (http://www.ssbedcollegeabhona.org)

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shinde Sanjay Shalakrao	02592-9403604014	9823421153	-	abhonassbedcollege@gmail.com
IQAC / CIQA coordinator	Pawar Kalana Subhash	02592-9823421153	7588617630	-	kspawar67@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution

By Gender	Co-education
By Shift	Regular

Recognized Minority institution

If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document (https://assessmentonline.naac.gov.in/public/index.php/ad file_path=eyJpdiI6ImRlNjF6YXZmUnZ4Y0FWSUg4Zng4THc9PSIsInZhbH

Details of UGC recognition
Under Section
2f of UGC
12B of UGC

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,F

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme
NCTE	View Document (https://assessmentonline.naac.gov.in/public/index.php/admin/ge file_path=eyJpdiI6IlFMdG1walhSelg4TXhmS1JRVk1rVnc9PSIsInZhbHVlIjoiRnRF

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	Abhona Ta- Kalwan Dist-Nashik 423502	Rural	2	3068.75

ACADEMIC INFORMATION

Details of Programs Offered by the College (Give Data for Current Academic year)

Program Level	Name of Program/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	B.Ed	Marathi	110	102

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant Profess		
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	O
Sanctioned by the UGC /University State Government				0				0			
Recruited	0	0	0	0	0	0	0	0	5	0	0
Yet to Recruit				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0			

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				7
Recruited	0	0	0	0
Yet to Recruit				7

Technical Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	0	0	0	0
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0

Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			Tot
	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	2	1	0	3
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	4	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			Tot
	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	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			Tot
	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	Others	Total
	2	0	0	2

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

Program		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	41	0	0	0	41
	Female	61	0	0	0	61
	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	0	0	0	0
	Female	2	0	0	0
	Others	0	0	0	0
ST	Male	23	0	0	0
	Female	36	0	0	0
	Others	0	0	0	0
OBC	Male	7	0	0	0
	Female	13	0	0	0
	Others	0	0	0	0
General	Male	8	0	0	0
	Female	9	0	0	0
	Others	0	0	0	0

Others	Male	4	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		103	0	0	0

Institutional preparedness for NEP	
1. Multidisciplinary/interdisciplinary:	In order to develop the all-round development and capacities of the student teacher. There for intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the teacher educator college is preparing to include multidisciplinary subjects as per the National Educational Policy 2020. Tribal area keeping in view the problems faced by the student's teacher, the college is planning to set up short term and vocational courses which can be counselling. The aim is to make the students teacher equipped so that they don't need rely on Government jobs but instead pave a way towards self- employment. As the teacher educator college is preparing itself to have more of multi- disciplinary subjects it tries to identify the programmed learning outcomes along with courses and unit learning outcomes that define the specific knowledge, skills, there attitudes and values that are to be acquired by the learner and would ensure that each programmed achieves its goal for success in future day.
2. Academic bank of credits (ABC):	Regarding the implementation of Academic Bank of Credits, the institution has to wait for the academic council to give a green signal. The curriculum, pedagogical approach of the institution is students centric where the faculty's pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Always summative and formative assessments and seminar, assignments are used to evaluate the students learning outcome.

3. Skill development:	The vision of the college is promoting tribal student to Valued- based and quality based education, hence the college takes efforts to inculcate positivity among the student teacher. The college also celebrates national and state or local area festivals like Independence Day and republic day. Observing various programmed like world yoga day, world aids day, environment day, observing the death and birth anniversary of our national leaders which help in imbibing the good qualities of the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after B. Ed training completed and help them get the most of their studies.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The B. Ed College offers various school and tribal Ashram school various bilingualism student which for interaction there language. Staff always support Teacher educator create there future and the target of the aims.
5. Focus on Outcome based education (OBE):	The teacher educator training college also makes an effort to understand that a pursuit of knowledge is a Life- long activity and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret, observe, analyse, evaluate and develop responsibility and effective citizenship is one the programme outcome of the students.
6. Distance education/online education:	Our B. Ed College is also preparing itself to offer training course through regular mode only. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the Covid 19 lockdown are google Classroom, Zoom, using videos as teaching and learning teaching aids, group collaboration and interaction and assignment and revision as well as the assessment or possible.

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?	No
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 students as voters.	No

QIF

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.

Answer:

Institution ensures an effective curriculum, well-planned, documented for B.Ed, revised every three years in alignment with the national curriculum reforms integrating the recent educational trends and development. The recommendations

and suggestions of IQAC, statutory boards, universities are taken into consideration with 10- 20% deviation from affiliating university with quality inputs paving the path for students to appear for competitive examinations.

Students have experiential learning with practical sessions including activity based learning: webinars, seminars, field engagement, interactive classrooms, peer teaching, internship, co-curricular activities to develop teaching competencies.

Sources for Curriculum Change: Feedback from stakeholders. Current trends in the field of teacher education, state and national, international directives Requirements of various boards (CBSE, ICSE, SSC) Suggestions from the reports of Annual Status of Education Report (ASER), newspapers, McKinsey's document on education Empirical research in various disciplines Faculty Development Programmes Field studies, visits to universities

Steps include: Faculty members prepare syllabus for respective courses Revised curriculum is put forward to the members of the Statutory Bodies for review, suggestions and approval before the new curriculum is transacted. Ensure effective curriculum delivery through systematic, strategic, transparent processes, the almanac acts. International standards in both academics and assessment are reviewed, debated, standardized to local context, to Indian classrooms with respect to academic standards, instructional designs, credit based evaluation. Scope emphasising on value sensitization, environmental issues and women empowerment.

File Description	Document
Plans for mid-course correction wherever needed for the last completed academic year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.1_1
Plan developed for the last completed academic year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.1_1

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 (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.1_1
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.1_1
Paste link for additional information	View Document (https://drive.google.com/file/d/1_nYHKgqMJDCvEvwDxQc usp=sharing)

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**

Answer: 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 (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.2_168
List of persons who participated in the process of in-house curriculum planning	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.2_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.2_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.2_168
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.2_168

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes 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*

Answer: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.3_168
Report and photographs with caption and date of student induction programmes	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.3_168
Prospectus for the last completed academic year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.3_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.3_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.1.3_168
Paste link for additional information	View Document (https://drive.google.com/file/d/1tfq2VSjkEKcyYbsb6MMMvS-usp=sharing)

URL to the page on website where the PLOs and CLOs are listed	View Document (https://drive.google.com/file/d/1tfq2VSjkEKcyYbsb6MMMvS-t usp=sharing)

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

Answer: 100

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

File Description	Document

Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.1
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.1
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.1
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.1
Paste link for additional information	View Document (https://drive.google.com/file/d/1MjYcDPSrgG3QQuo865 usp=sharing)

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

Answer: 10

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

File Description	Document

Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.2_1689
Brochure and course content along with CLOs of value-added courses	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.2_1689
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.2_1689
Paste link for additional information	View Document (https://drive.google.com/file/d/1CO-QTP6XW_FiNL_5jP7BB7 usp=sharing)

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

Answer: 14.33

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

File Description	Document

Upload any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.3_1689
List of the students enrolled in the value-added course as defined in 1.2.2	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.3_1689
Course completion certificates	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.3_1689
Paste link for additional information	View Document (https://drive.google.com/file/d/1y-c08DqRHqitN8xNTJW5Aos usp=sharing)

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

Answer: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.4_1689

Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.4_1689
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.4_1689
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.4_1689
Paste link for additional information	View Document (https://drive.google.com/file/d/1QnrLcQePOPxeCzntL3gHRkT usp=sharing)

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

Answer: 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**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document

List of students enrolled and completed in self study course(s)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.5_168!
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.5_168!
Certificates/ evidences for completing the self-study course(s)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.5_168!
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.2.5_168!
Paste link for additional information	View Document (https://drive.google.com/file/d/1Ajw3Vd4hJZKf-j6vfnHRtKVVl usp=sharing)

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

Answer:

The curriculum of this institution offered for the B.Ed.programmes provides opportunities to acquire knowledge and skills of a world-wide teacher curriculum to include the core areas of teacher behavioural components and skills so that the learning areas are focussed towards the attitude formation ofa global curriculum.

Knowledge: The knowledge domain emphasizing on acquisition, integration, construction,analysis,synthesis and application are provided through classroom transaction, seminars/webinars, workshops,discussions, debates, projects, assignments which directs towards processing critical thinking, analytical thinking,

reflective thinking, and effective reasoning to develop cognitive- psychomotor abilities. Learning through multidisciplinary integrated approach for a universal perspective of acquisition of knowledge. Students are provided conceptual knowledge and application to create representative models and simulation scenarios. Students are ignited with scientific and literary temper to integrate 21st century skills for different levels of school education –primary, elementary and high school levels. Procedural knowledge for different levels of school education skills are included in the pedagogical methodologies that are specific to ones chosen specialization. Core subjects and methodologies are taught using the demonstration approach, wherein students are introduced to generic teacher education concepts and then it is manifested at different levels of school education. A flexible teaching approach that embraces the use of constructivist school of thoughts. For example, the internship is bifurcated into observation phase and on – the –job teaching. During the observation phase student teachers are required to observe master teachers to internalize the fundamentals of teaching skills and capability practiced during classroom transaction, capability to infer from what one has learnt and apply the acquired competencies to classroom transaction. In students are assigned to the primary level and the lesson plans reflect on preparation for that specific level.In Semester II students are assigned to the elementary level and work produced for successful completion of this phase is reflected in their output.In Semesters III and IV students are exposed to high school level to reinforce school education skills specific to their chosen specialization. The knowledge, skills and attitudes are being manifested through the community studies project undertaken during the course. Students are provided the theoretical knowledge and the conceptual application of this knowledge that is transacted in the laboratories convened for each course. Students are asked to create representative models (2D and 3D) and simulation scenarios to demonstrate their understanding of the concepts through application. Students extrapolate from what they have learnt and apply the acquired competencies to new situations. For instance in the area of environmental sciences, the concept of environment is being taught from both teacher and student point of view. The word 'environment'in traditional thinking conjures the earth,theweather,theatmosphere,the climate etc,but after the introduction of the concept of emotional intelligence and why it matters more than IQ,the concept of environment has taken a new dimension to mean mental well-being and personal space.

Skills :

Skills such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, inter personal skills, ICT ,Collaboration with others etc. are introduced in the theory, practical and projects in all courses.Through the add-on courses and the Enhancing Professional Competencies EPC courses, students are exposed to the application of these concepts and use it in the classrooms. For e.g. in Drama and Art students choose concepts from the school content to write scripts and enact them with themes that reflect the significance of various skills and competencies in teacher education. Activities both individual and group (academic and co-scholastic)like writing articles for college magazine,grafetti art work in classrooms, poster making, competitions,debates,discussions,essay writing, activities

of various clubs and committees, dance and music are all built in modalities that fine tune student teachers skills, competencies for scientific and literary temper to integrate the 21stcentury skills.

Values:

Some areas in the syllabi were designed in such a manner to instill values in the students,a sense of worthiness towards the teaching profession and valuing their decisions to take up the course. At the Undergraduate level, an interdisciplinary approach is implemented in the subject 'Reading and Reflecting Texts' wherein students read the passage, reflect upon it and analyse by using the critical reading strategy thereby reading between lines. In this manner student teachers are able to develop language skills as well as critical thinking skills,reflective and problem-solving skills.

Attitudes: Input sessions, competitions such as academic, intellectual and co – scholastic areas are provided to give them opportunities to participate and to develop in the students' knowledge, attitudes, values, skills of team spirit, leadership and communication skills, for holistic development. Portfolio project gives students a reflection of their previous semester's performances both in curricular and co-curricular areas for betterment of the same in the semesters that follow and also is an indicator of their growth chart and attitudinal changes over a period of time. Guided by mentors/in charges –students learn the technicalities and skills in presentations. A right attitude towards the course is planned by their respective mentors. The reflective journal throws light on the progress of their reflections during their two year programme imbibing the right attitudes and demonstrating it. Group projects strengthen the skills of collaboration, negotiation and communication in designing instructional plans, analysing curriculum, teaching in peer groups, innovative approaches, etc.

File Description	Document
Photographs indicating the participation of students, if any	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.3.1_168
List of activities conducted in support of the above	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.3.1_168

Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.3.1_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.3.1_168
Paste link for additional information	View Document (https://drive.google.com/file/d/1XpB_oaPMpa1dVWwKzYUx4uAe55N8VGCc

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

Answer:

Development of School System The curriculum cover the theoretical aspects exhaustively. The programme's gives a broad perspective of various boards such as, Indian School Certificate (ISC), Secondary School Certificate (SSC), Central Board of Secondary Education (CBSE). Functioning of Various Boards of School Education The educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students in epistemological bases of curriculum of the school system. Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. In house innovative lessons expose them to national and international perspectives. Students engage in techniques that can connect approaches topromote diversity.

Assessment Systems: The methodology paper, 'assessment for learning' and 'assessment of learning', scholastic achievement record caters to the various forms of assessment of different boards. Credit based evaluation, open-book examination, design of rubrics for CCE model are modeled focusing on diverse boards, thus aligning with the norms & standards of National & local standards. PG students develop and implement programs that deal with diversity and inclusivity. Non-formal education, philosophies of radical thinkers, alternative system of education such as De-schooling are familiarized to assess the possibilities of open school system.

Norms and Standards:

The differences in choice based credit assessment are analysed from international context. Students are familiarized with the global norms and standards for teaching and evaluation. A shift from the Western perception of taxonomy of human behavior is perceived and the functional differences in Indian classrooms are oriented. Academic standards for teaching – learning – evaluation are articulated and revised

as per the suitability of local context. Changes in teaching methods, rubrics, blueprint, question banks, scholastic achievement test are all familiarized as per the functional differences.

State-wise Variations:

The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes. Proficient in adopting the revised Blooms taxonomy and familiar with learning indicators as given by NCERT/ SCERT in designing classroom assessment techniques and international perspective such as National Science Standards and UNESCO Science Education "Current Challenges in Basic Science Education" are also considered

An International and Comparative Perspective: Country-wise and State-wise variations are familiarized in the diversities of school system and assessment patterns. Western Vs. Eastern thinkers, their ideologies and approaches are included in the syllabus of philosophy and psychology to acquaint the student teachers to understand the foundations, functions and forms of different boards and function of international school system with indigenous practices. A cyclic approach is adopted to place student teachers in schools of different boards in different semesters. Provision for in-house transaction of curriculum deliberately permeates to the local background realities to study type of schools, learning styles, and the diversified requirements of the State. Some of the issues emerged from dissertations, case studies and action research are familarised with students.

File Description	Document
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.3.2_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.3.2_168

Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.3.2_168
Paste link for additional information	View Document (https://drive.google.com/file/d/1TJNmonmb3_2WCvtDlHeJss usp=sharing)

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

Answer:

education pre-service teachers. Morning assembly focuses on the spiritual realm, the divine guidance
required for imbibing spiritual quotient.
All courses are branched out having theoretical as well as practical aspects integrated to skill basedlearning. The core subjects and the pedagogy subjects are delivered with a cross subject knowledge to bring linkage. The EPCs which is part of the UG course are designed to support cross-methodology and cross-core papers interconnectedness for improving professional competencies in applying the subject knowledge in real life situations. A methodology lesson is translated into a drama concept. Certificate courses are offered to students to understand its content and functionality which are intertwined during internship as well as teaching. Eg. Certificate courses in soft skills & conversational English, basic skills incounseling reflects in their capacity building

The interconnectedness is apparent in 'Language Across the Curriculum', the concept of developing language skills by providing multiple environments to extend student knowledge of the second and third languages beyond the mother tongue. The language skills acquired are applied to course materials, research and projects. The inclusion of relevant source materials prepares students for cross-cultural and multilingual demands of a global society. Students develop lessons plans covering a concept that is introduced in the language class to subject class and then practiced and applied in the co-scholastic domains. Inclusive and gender neutral activities are developed for proficiency in handling social issues. Selection of methodologies and exposure to various boards such as CBSE, ICSE& SSC are helpful in students'

placement for their profession. At the PG & UG level, electives are offered for self-development and professionalism. Entrepreneurship training emphasizing on establishing their own educational set up.

A few participating activities to mention are: - Writing articles for the college magazine. - Formal letter writing. - Maintaining a self-reflective diary - Designing innovative lesson plans - Visiting self-help groups for empowering women. - Report writing on values promoted through textbooks. - E-content development - Preparation of Multiple Choice Questions (MCQs)

File Description	Document
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.3.3_16{
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.3.3_16{
Paste link for additional information	View Document (https://drive.google.com/file/d/1ari8PTNNcWUPARHeicP6q(usp=sharing)

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**

Answer: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.4.1_168!
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.4.1_168!
Paste link for additional information	View Document (https://forms.gle/3ZLKq74zWqNAobya9)

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

Answer: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.4.2_168!
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.4.2_168!

File Description	Document
Action taken report of the institution with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/1.4.2_168

2.Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Answer: 84.33

File Description	Document
Document relating to Sanction of intake from University	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.1_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.1_168
Approved admission list year-wise/ program-wise	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.1_168

Approval letter of NCTE for intake for all programs	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.1_168!
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.1_168!
Any additional link	View Document (http://ssbedcollegeabhona.org/)

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

Answer: 100.19

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
85	81	42	40	37

File Description	Document
Final admission list published by the HEI	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.2_168!
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.2_168!

Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.2_168!
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.2_168!
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.2_168!

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

Answer: 0.57

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18

2	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.3_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.3_168
Certificate of EWS and Divyangjan	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.3_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.1.3_168

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..

Answer:

Assessment of the level of learning of an admitted student is an integral part of the post-admission process. These admissions are based on an independent assessment conducted by the college to understand CETC's quality and level of broad spectrum education. After all admissions

are given 1000 marks in CET, students are divided according to their merit and institutes admit students according to their merit.

File Description	Document
The documents showing the performance of students at the entry level	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.2.1_168
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.2.1_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.2.1_168

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*

Answer: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.2.2_1689

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

Answer: Whenever need arises due to student diversity

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.2.3_1689

2.2.4 Student-Mentor ratio for the last completed academic year

Answer: 8.5

> 2.2.4.1 **Number of mentors in the Institution**
>
> Answer: 12

File Description	Document

Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.2.4_1689
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.2.4_1689
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.2.4_1689

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

Answer:

1. Experiential Learning: In this concept, both theory and practical sections are presented, it is necessary to create meaningful learning for the students. Class study may include discussions, collaborative learning, problem solving, gaming, peer assisted learning, concept mapping, theme based activities, assignments, seminar presentations, projects, portfolio creation, showing reflections, revision of work, etc.

File Description	Document

Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.1_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.1_168
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

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

Answer: 23.81

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.2_168

Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.2_1689
Link of LMS	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06\Q2gd9uvCA?usp=drive_link)

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..

Answer: 98.04 ▸

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: 100

File Description	Document
Programme wise list of students using ICT support	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.3_168
Landing page of the Gateway to the LMS used	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.3_168
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.3_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.3_168

File Description	Document
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.3_168
Any additional Links	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

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**

Answer: 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 (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.4_168
Geo-tagged photographs wherever applicable	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.4_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.4_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.4_168

Link of resources used	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

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

Answer:

Working in a Union:

To cope with the academic and professional challenges, UG and PG students are grouped with 13-15 students under the supervision of mentors. They are encouraged and guided to participate in academic and co-scholastic programs.

project:

Continuous guidance is given by the mentors to successfully complete the project, to work in organizations of their choice and to develop awareness about social problems. During the showcasing session, the projects are evaluated by the jury according to the rubrics and encouraged to reflect on the learning experience gained.

Enterprise:

Activities are supervised by respective mentors and in-charge lectures along with academic experience expressed in their portfolio projects for professional growth.

File Description	Document
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.5_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.5_168
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

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

Answer: D. Any 2 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.6_16
Documentary evidence in support of the selected response/s	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.6_16
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.6_16
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.6_16
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs0 Q2gd9uvCA?usp=drive_link)

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

Answer:

Innovative teaching practice is an important aspect of the teaching programme. Student teachers have been practicing various innovative models and approaches for teaching process at elementary, primary and secondary levels for many years. In language pedagogy, students create lesson plans based on the concept editing model (CAM), value-based, digital, collaborative learning and poetry appreciation. In subject method pedagogy, students prepare lesson plans based on CAM, ICT based lessons/e-content modules, value based lessons, lesson planning.

File Description	Document
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.7_16&
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.3.7_16&
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs0& Q2gd9uvCA?usp=drive_link)

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)

Answer: D. Any 2 or 3 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.1_16&
Documentary evidence in support of the selected response/s	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.1_16&
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.1_16&
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.1_16&
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs0& Q2gd9uvCA?usp=drive_link)

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

Answer: D. Any 2 or 3 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4
Documentary evidence in support of each selected activity	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMS Q2gd9uvCA?usp=drive_link)

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*

Answer: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.3_168

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

Answer: D. Any 1 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.4_168
Documents showing the different activities for evolving indicated assessment tools	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.4_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.4_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.4_168

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*

Answer: E. Any 1 or none of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.5_168
Documentary evidence in respect of each response selected	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.5_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.5_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.5_168
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

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

Answer: D. Any 1 or 2 of the above

File Description	Document
Report of the events organized	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.6_168
Photographs with caption and date wherever possible	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.6_168
Documentary evidence showing the activities carried out for each of the selected response	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.6_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.6_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.6_168

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

Answer: D. Any 1 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.7_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.7_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.7_168

Other Upload Files

1	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.7_1689581169_8(

2.4.8 Internship programme is systematically planned with necessary preparedness..

Answer:

As per the norms of the Vidyapeeth, we will run the course (6) courses 110 A and 110 B internship program as per the norms of the Vidyapith. When we choose a school for lessons, all the teachers guide us according to their group. The teachers giving training also give a format where all the subjects are taught.

File Description	Document
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.8_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.8_168

File Description	Document
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs0⟨ Q2gd9uvCA?usp=drive_link)

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

Answer: 17

> 2.4.9.1 **Number of schools selected for internship during the last completed academic year**
>
> Answer: 6

File Description	Document
Plan of teacher engagement in school internship	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.9_168
Internship certificates for students from different host schools	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.9_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.9_168
Copy of the schedule of work of internees in each school	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.9_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.9_168

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**

Answer: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.10_168
School-wise internship reports showing student engagement in activities claimed	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.10_168
Sample copies for each of selected activities claimed	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.10_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.10_168

Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.10_16

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Answer:

1.Preparatory Phase and Teaching Phase:

During admissions, the principal meets the enrolled students personally to observe their attitudes and dedication towards the teaching profession. A pathway is laid during the induction program to induce the teacher behavioral components. Everyday assembly is a platform for reading and reflecting on teachers' role and responsibilities to instill the fundamentals of this career towards the society. These initiatives are a deliberate effort to align them into this profession.

Teacher Educators Role: They assist student teachers in planning period plans and assessment tools and the content developed. Demonstration lessons are modeled by the teacher educators.

B.Ed. internship programs in B.Ed. Colleges and special schools integrate hands-on experience with theoretical bases preparing students for a smooth transition to the professional front. The teacher educators identifies special schools, orient them to apply theoretical, pedagogical & practical knowledge during the internship. They also monitor interns' progress, provide feedback, assist students in finding required assistive technology resources. The teacher educators serve as a liaison with the special school personnel.

Role of Peers: Peers with the same lessons sit together to conceptualize ideas contextually and sustain one another during the course.

File Description	Document
Documentary evidence in support of the response	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.11_16
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.11_16

Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

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)

Answer: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.12_16
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.12_16
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.12_16

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*

Answer: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.13_16
Five filled in formats for each of the aspects claimed	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.13_16
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.4.13_16
Any additional Link	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

2.5 Teacher Profile and Quality

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

Answer: 59.15

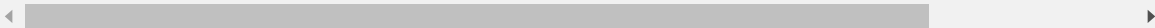| File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.5.1_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.5.1_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.5.1_168

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

Answer: 35.71

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

Answer: 3

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.5.2_168

Certificates of Doctoral Degree (Ph.D) of the faculty	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.5.2_168!
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.5.2_168!

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

Answer: 0.5

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

Answer: 5

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.5.3_168!
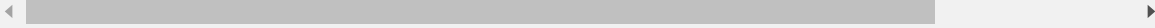
2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Answer:

The major initiatives for ensuring personal and professional development of the teaching staff of the institution are as follows:
During every staff meet, there is a practice of reading and reflecting on any emerging area of teacher education and how knowledge would lead to develop learning and teaching programs that are planned for future. Pedagogues share information with

colleagues, alumni and others regarding latest developments of UNESCO Global Framework of Professional Standards, General Teaching Council for Scotland (GTCS), Training and Development Agencies (TDA) for schools of UK, Australia Institute for Teaching and Leadership (AITL) on Australian Standards for teachers February 2011, NEP 2020 before re-designing the self-appraisal proforma for teacher educators at source. An in-depth study of the mobility of teaching as a profession, specialized areas are identified and NEP 2020, thrust areas are revisited before drafting the teacher observation rubric suitable for a multidisciplinary environment. The faculty members organizes seminars , webinars, capacity building sessions for in-house members (colleagues) in area of interest, expertise leading towards professional engagement. IQAC put forth challenges in emerging new domains of knowledge like Artificial Intelligence (AI), psycho-social learning, design thinking, Intellectual Property Right (IPR) are studied for personal growth of faculty & institution. Faculty members are involved in esteemed position for consultancy and advisory services in prestigious schools, colleges and NGO's. There is a scope of mutual intellectual growth. Minor research projects completed and ongoing from ICSSR, lead process is to evaluate the diversified issues in the field of teacher education. Professional growth of faculty also expands through add on courses on MOOC portal. Faculty with their expertise are capable of selecting journals, books for references and upload ebooks using their experience of research and teaching exposure. All faculty are encouraged to attend orientation and refresher courses conducted by Academic Staff College and other recognized UGC programmes which are mandatory for their career advancement. Faculty, when sent to attend or participate in short-term courses, orientation programmes or workshops are required to brief the staff on areas of topics or concern with regard to teacher education programmes.

File Description	Document
Documentary evidence to support the claims	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.5.4_168
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

2.6 Evaluation Process

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

Answer:

Assessment of teaching of student teachers is viewed from two perspectives 1) knowledge assimilation 2) acquisition of skills. The students are assigned topics from school curriculum to teach for 10 minutes. In this process their level of teaching competencies are assessed primarily and later pedagogical training is tuned accordingly, which helps the teacher educator in designing the methods of teaching.

Teacher-Learning Efficiency: Assignments allotted are focused on deriving critical thinking, problem solving and self-reflection. Project based learning activities search for efficacy in team work, compilation, presentation skills, analyzing and showcasing. During the peer-teaching sessions, the triangulation approach is applied for assessment. Designing and practicing CAM, 5E, value based, aesthetic models of teaching are assessed using specific rubrics. Application of internal assessment methods, varies from teacher to teacher, subject to subject and use conventional and innovative evaluation methods to account for diversity in students' needs and abilities.

Effectiveness of the evaluation system: Predominantly, evaluation system is diverse and uses different types of assessment tools and techniques to check the progress 1) Mentor Assessment proforma 2) practical aspects in all courses 3) Field work 4) Paper presentations 5) Conducting projects 6) Literary references 7) Preparation of subject / project materials 8) ICT based teaching. This is developed to strengthen the coscholastic domains while reflecting on the self-capacity building and competencies. The CIA – periodicals in each semester strengthens knowledge acquired and makes the SEE less stressful. Multiple sets of question papers are prepared based on the course, PG students prepare larger variety of questions who are awarded credits for quality questions.

Enhancing competencies and its evaluation. The student teachers are exposed to experiential processes in preparing questions for the question bank, assessment rubrics, MCQ's, blue print, question-wise, item analysis. SAT records helps to measure the capabilities of individuals and analyze and standardize achievement test, diagnostic test and interpret the areas of difficulty faced in planning and implementation of formative assessment.

File Description	Document

Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.6.1_168
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

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*

Answer: C. Any 2 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.6.2_168
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Answer:

College's mechanism to deal with examination related grievances is transparent, time bound and efficient. The students can approach the principal, lecturers and controller to redress their examination related grievances as per the requirement of and jurisdiction of the grievance.Students who are not comfortable approaching faculty or the Principal with regard to evaluation issues, can use the suggestion box to drop in their dissatisfaction. The objective is to ensure that the views of each grievant and respondent are respected and that any party to a grievance is neither discriminated against nor victimised. An examination committee operates and written grievances received are discussed in the committee meeting and resolved on a case-by-case basis.

Exam Revaluation: If any student feels that marks given are not just, she can apply for revaluation, by following the stipulated norms. The controller appoints examiners other than the previous assessor and if a change is found it is rectified.

Re-schedule of Examination/Internals: Many PG students of 2017-19 batch working in responsible positions, were unable to appear for the internals on the scheduled dates, therefore a re-scheduled time table was prepared for smooth functioning of exams as well as to see that all students could appear for the same.

Default: Students found with shortage of attendance too can avail the College's grievance process. Genuine cases are considered, addressed and resolved.Shortage of attendance is compensated with library hours and submission of medical certificate. Students with attendance of 52-65% are permitted to appear for the semester-end exam on producing a medical certificate and a condonation fee.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.6.3_168

| Link for additional information | View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link) |

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

Answer:

Before the commencement of the academic year, the Institution prepares an 'academic calendar' containing the relevant information regarding the teaching learning schedule, various events to be organised, dates of internals, semester end examination, inter semester break etc. As attendance is mandatory, the internship program & practicals are followed as scheduled. The academic calendar follows the NCTE norms of hundred working days per semester followed by examination & ISB. The orientation & field work, practicals and showcasing of projects are earmarked meticulously. The Examination Committee monitors the overall internal assessment process and moderates if needed. The controller of examination ensures transparency and accountability of the conduct of internal evaluation. Further,

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.6.4_168!
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06' Q2gd9uvCA?usp=drive_link)

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.

Answer:

The college's curriculum was drafted based on the learning outcomes in line with the vision and mission of the college. Since the ongoing NAAC period has to be incompliance with the current NAAC guidelines, the college is in the process of converting the PO/CO system as evidenced by the documentation uploaded. Being in the inception stage, the system will be explored and expanded with existing processes to be revisited and redefined.

The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches. The essence of teaching lies in the art of convincing the learner through an interactive process. The variations in the pedagogies include customizing to the diverse needs of the learner. The transaction of curriculum creates a link between learner, syllabus, content, skills with required support system. Expected behavioral changes defined in the course outcomes are mapped to program outcome to identify the differential improvement and final attainments that are sustainable. Conceptions and perceptions about students' learning form the basis of transforming teaching to innovative learning through varied strategies. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to program outcome. Teaching process in the cognitive dimension includes pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative and other approaches supported with ICT, strengthening the attainment in disciplinary knowledge.

The practical activities in alignment with PLO include assignment, seminar presentation, observations, journal study, lesson research etc. which facilitates critical, reflective thinking and communication. The project based learning enables interaction with real-world experiences enhances problem solving skills, sense of inquiry, team work, ethical awareness and reasoning to strengthen pedagogical components.

B.Ed. students take up action research in pedagogical subjects and conclude with probable solutions in local context. Research work focuses global standard, development of research skills with topics in emerging issues in education which is explored through planned engagements in documentation of dissertation and defending it.

Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at primary, elementary and secondary level of teaching.

Guest lectures expand the scope of disciplinary knowledge and understand their applications, to create a bridge between special schools and others, developing a sense of equity and inclusivity to nurture teachers ethically committed towards human values with a sense of respect for diversity.

File Description	Document
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.7.1_168
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

2.7.2 Average pass percentage of students during the last five years

Answer: 100.57

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
93	92	88	47	32

File Description	Document
Result sheet for each year received from the Affiliating University	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.7.2_168

Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.7.2_1689
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

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

Answer:

Concept attainment builds up the nurturing effect among the student teachers. Learning tasks through the course for UG and PG are designed to construct conscious thinking and to attain the meaning of the concepts while thinking about the thinking process which would develop the skills of ability to control the levels of thinking and lead it towards metacognition. The attainment of metacognition is the complex process emphasized in core papers eg: know your potentials through exercises on emotional strength and consciously monitoring them while they progress in explicitly displaying their worthiness in reaching their optimal capacity in both professional and personal attributes. Specific rubrics are prepared to pin-point the observation toward professional standards expected from them. Personal attainment like self-awareness, self-worth, Good listening skills, articulation, classroom dynamics, joyful learning strategies, creation of a caring environment, developing empathetic feelings, and all higher order thinking activities practiced during internships are evidences of learning outcomes of professional and personal attributes. Exposure to special school visits and door-to-door survey for developing a positive community life for children with special needs.

The choice based credit-system is a universal assessment system which was implemented in 2015, makes our student teachers attain the idea of assigning credits and transfers hours into merit card.

File Description	Document

Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.7.3_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.7.3_168
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

2.7.4 Performance of outgoing students in internal assessment

Answer: 3.92

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

Answer: 4

File Description	Document
Data as per Data template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.7.4_168
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs06 Q2gd9uvCA?usp=drive_link)

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Answer:

An initial effort is taken to assess the developmental stages of pre-service teachers and judiciously plan the sessions that are tailor made for the specific needs of the batch enrolled.

Functioning of an autonomous institution is explained to assess the student teachers commitment towards self and society while they interact during ice breaking sessions. This performance would give insights into their attitudinal dispositions, which are attended to and formed during the formative phase. Their energy levels are observed. Candidates from MNC's are made aware of professionalism.

Their inclination towards the type of schools for employment, their iterational (past habitual personal and professional experience) for CWSN, transgenders, are elicited through debate and this assessment at the initial phase helps in projective appraisal (orientation to the future).

File Description	Document
Documentary evidence in respect to claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/2.7.5_168
Link for additional information	View Document (https://drive.google.com/drive/folders/1OwbFJCEPMSZDs0€ Q2gd9uvCA?usp=drive_link)

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Answer:

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

Answer: 0

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.1.1_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.1.1_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer: 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)**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer: E. None of the above

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.1.3_168!
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer: D. Any 1 of the above

File Description	Document
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer: 1.19

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	03	04	01

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.2.1_16

E-copies of outer jacket/content page of the journals in which articles are published	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.2.1_16
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.2.1_16
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.2.1_16
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer: 0.36

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**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	0	02

File Description	Document

First page of the published book/chapter with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.2.2_1
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 (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.2.2_1
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.2.2_1
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.2.2_1
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Answer: 1

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.1_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.1_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.1_168

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Answer: 31.52

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
25	20	30	15	20

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.2_168
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.2_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.2_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer: 30.09

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	30	15	20

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.3_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.3_168
Any other relevant link	View Document (http://ssbedcollegeabhona.org/)

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

Answer:

The college of education has strived to live its vision, mission statements of selfless service to the community and abiding to the college motto "Come for Knowledge Go for Service to the community and abiding to the college mission "To prepare competent and committed teachers who transform Society, Social Service and make the better world.

The Outreach activities can be categorized under 5 programs

1. **Environment Day**

The environment day celebrate the l activity which aware the student teacher and society

2. **Swachh Bharat Abhiyan**

The college makes sure that students get exposed to socially relevant issues of the under privileged to address the issue and serve the needy encouraging them in humanitarian activities to build the India and make global stage

3. **Tree Plantation**

Tree plantation activity expose the student teacher aware social atmosphere in village and college level

4. waste management

The Institute has a policy whose underlying social is sustainable waste management by increasing resource for efficiency. Social relationship between society, environment & economy. The college campus action plan of included an essential role in sustainable development by not only preparing student teachers for professional success mission. But also by harbingering in them a civic duty as Indian citizens of the society. Policy provided potential for community engagement & Self-development through teaching, research and student development outreach programs. In our college campus it is experimental lab, Psychological lab which can be sustainable culture. The course curriculum includes cores paper related to environmental studies at B. Ed course only. Awareness programmes are conducted by the students within the college campus and extension activities in the community through campaigns. Reduce, Recycle & Reuse the best policy in future life.

The waste management team consist of:-

1. principal
2. Faculty Member
3. Facilities Technical staff member
4. student from class

5. Cleaning the Village

It is incumbent on higher educational institutions, in specific teacher education to lead the good way in promoting sustainable living. The major challenges in accomplishing goals are compounded in waste management. There for college efforts in managing its waste is guided by the solid waste management rules and regulation released by the Ministry of Environment & Forests Climate change. There for the reducing the amount of waste, as well as providing for its safe disposal nature & good health.

File Description	Document
Report of each outreach activity signed by the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.4_168

Relevant documentary evidence for the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.4_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.4_168

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

Answer: 0

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.3.5_168

3.4 Collaboration and Linkages

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

Answer: 0

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.4.1_168

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

Answer: 0

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**

Answer: 0

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.4.2_168

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*

Answer: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.4.3_168!
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.4.3_168!
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/3.4.3_168!
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer:

Classrooms:

All student teacher classroom are spacious and well. FItted with a sufficient number of lights. Fands, Boards and other requirements. In Seminar Hall gives various activity related the day and function. science laboratories are designed as multipurpose classrooms where bothe theory and practicals go hand in hand.

Laboratories:

The existing facilities were upgraded based on the redesigned curriculum, considering the NCTE framework. The learnin environment is conducive for collaborative work, practical work, presentations and teaching sessions.

Educational Technology Lab

It has two over head projectors LCD, CDs , DVD player. psychology laboratory is equipped with tools and other student teacher related work

Seminar Hall:

One seminar hall with other devices which are used for the micro teaching, practice lesson, intenship programme. There for more seating capacity

Library:

The library seating capacity is about 50 students with reading room

File Description	Document
List of physical facilities available for teaching learning	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.1.1_168
Geo tagged photographs	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.1.1_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.1.1_168

Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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.

Answer: 6.25

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

Answer: 01

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

◀ ▬▬▬▬▬▬▬▬▬▬▬▬▬▬ ▶

Answer: 16

File Description	Document
Geo-tagged photographs	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.1.2_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.1.2_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.1.2_168
Link to relevant page on the Institutional website	View Document (http://ssbedcollegeabhona.org/)

◀ ▬▬▬▬▬▬▬▬▬▬▬▬▬▬ ▶

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

Answer: 0

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.1.3_16
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.1.3_16
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.1.3_16
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer:

Library Automation:

The total area of the library is 40*25=1000 sq. ft. with the seating capacity of 50. The working hours of the library are 10.00 AM to 05.00 PM on all working days, before and during examination, during vacation except Sundays and gazette holidays.

Library is fully automated and installed Master Soft ERP Library Software for smooth working of library that includes accessioning, issue return, OPAC, data generation, stock verification. OPAC (Online Public Access Catalogue) facility is made available through Library Management Software to search the bibliographical details about the collections. OPAC computerized system is provided to the students, which facilitates them to have a glance at the number of books available, number of issued books, new books added to the list which helps them to issue the correct book when required. In addition, reprographic facilities like scanning, printing and photocopying are available in the library. The reading room is well furnished and provides conductive environment for study to the students. Before availing the library facilities, the faculty and students needs to sign in the register at the entrance. Security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users. CCTV cameras are also fixed in the library for strict surveillance.

Bill for augmentation of library signed by the Principal	View Document (Master Soft ERP Bill)
Link for additional Information	View Document (Library, Reading Room, Staking Section Photo)

File Description	Document

Bill for augmentation of library signed by the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.1_16
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.1_16
Web-link to library facilities	View Document (http://ssbedcollegeabhona.org/)
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer:

The library of the college serves as gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. Students and teachers who needed are allowed to use all facilities provided by library at any time, librarian provides all possible help to students as well as to teachers. The library offers free Internet access with high speed broadband, Wi-Fi facilities which are required by students, and faculty for conducting research, writing research papers, other research oriented activities, etc.

Master Soft ERP Library Software App (MOPAC) use students and staff to search bibliographic detail of library collection and issued book detail.

Library App (MOPAC)	View Document (screen Shot of MOPAC)

File Description	Document

File Description	Document
Details of users and details of visits/downloads	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.2_
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.2_
Landing page of the remote access webpage	View Document (http://ssbedcollegeabhona.org/)

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

Answer: E. None of the above

File Description	Document
Data as per Data template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.3_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.3_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer: 0.17

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0.66	00	00	0.19	00

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 (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.4_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.4_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.4_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer: 2.63

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**

Answer: 38

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**

Answer: 41

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**

Answer: 67

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.**

Answer: 72

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.**

Answer: 77

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 (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.
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 (http://ssbedcollegeabhona.org/)

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*

Answer: C. Any 2 of the above

File Description	Document

Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.6_168!
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.2.6_168!
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Answer:

The institution is equipped with high speed internet and WI-Fi enabled campus.White board 8 are available and projector. Classrooms have computers with interactive board, LCD projector with screen and audio system for teaching- learning purpose. During Class instruction, teachers ask students to make use of their mobile phones to Google search meaning. Deviations, concepts etc. for conceptual clarity. The WI- Fi enabled classrooms support and scafflold student learning. Students are encouraged to watch videos related to teching methodologies done by their respective teachers.

Software:

college of education has master software. The institution predominantly Windows 7 and 10, MS office 2007. During covid-19 conditions conferencing apps were installed to conduct online classes smootyly.

The college has traversed from normal internet to high internet and an additional leased line.

File Description	Document

Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.3.1_1
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.3.1_1
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

4.3.2 Student – Computer ratio for last completed academic year

Answer: 4.08

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.3.2_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.3.2_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

4.3.3 Internet bandwidth available in the institution

Answer: 750

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

Answer: 750

File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.3.3_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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*

Answer: E. None of the above

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.3.4_168
Link to videos of the e-content development facilities	View Document (http://ssbedcollegeabhona.org/)

Link to the e-content developed by the faculty of the institution	View Document (http://ssbedcollegeabhona.org/)
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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)

Answer: 0

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	**Document**

Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.4.1_168!
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.4.1_168!
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/4.4.1_168!
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

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

Answer:

System and procedures for utilizing physical, academic and support facilities are under the supervision of the principal and the concerned lecturers, committees assigned under each head. Classrooms and Building maintenance: Physical infrastructure is well maintained and upgrded with necessary requrments to ensure comfortable atmosphere. Regular cleaning is done and Saturdays are reserved for deep cleaning and sanitization. The plumbers, electricians and carpenter are hired periodically for building maintenance. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done. Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty. Pollution control plants, fruit trees, medicinal plants, xerophytes various flowering plants are grown to maintain green and eco-friendly campus. The laboratories are maintained and staff in-charge take care of stock checking. Well established procedure is available for service and maintenance of lab equipments and website, computers through Annual Maintenance Contract (AMC). Request for approval of maintenance / service is made before the Budget Cost Committee (BCC). Library :The library is

stacked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up. Pest control is done on a regular basis to prevent silver fish and bookworms. Library rules and procedures followed are as follows: All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whenever they visit. Faculty, staff, students, of the Institution need to fill up library membership form with the certification of authorities. After becoming member, two library membership will be issued to staff, UG students,

File Description	Document
Link for additional inflrmation	View Document (http://ssbedcollegeabhona.org/)
Appropriate link(s) on the institutional website	View Document (http://ssbedcollegeabhona.org/)

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*

Answer: C. Any 2 or 3 of the above

File Description	Document

Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.1.1_168!
Paste link for additional information	View Document (https://docs.google.com/spreadsheets/d/1C7-c4gfb8O6s2T8P21P4iO_yS5e9hSrl/edit?usp=sharing&ouid=103960865729180640081&rtpof=true&sd=true)

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**

Answer: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.1.2_168!
Geo-tagged photographs	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.1.2_168
Paste link for additional information	View Document (https://drive.google.com/file/d/1IrGpYPzG3gS4sk3lLQOo82X usp=sharing)

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*

Answer: D. Any 2 of the above

File Description	Document
Data as per Data Template for the applicable options	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.1.3_168!
Paste link for additional information	View Document (https://drive.google.com/file/d/16pv_-aactrgxlb2KONHoBL1fb usp=sharing)

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)*

Answer: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.1.4_168!

Report of the Placement Cell	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.1.4_168
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.1.4_168
Data as per Data template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.1.4_168
Paste link for additional information	View Document (https://drive.google.com/file/d/1Rl0DLUOWCInxSoVEdOK3m0OxMcw4bpgw/

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Answer: 3.43

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18

| 02 | 02 | 03 | 01 | 04 |

File Description	Document
Upload any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.2.1_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.2.1_168
Appointment letters of 10% graduates for each year	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.2.1_168
Annual reports of Placement Cell for five years	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.2.1_168
Paste link for additional information	View Document (https://drive.google.com/file/d/1dJ-hHMyBlDEq1cRcOdvJj0X usp=sharing)

5.2.2 Percentage of student progression to higher education during the last completed academic year

Answer: 0

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Answer: 0

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

Answer: 0

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

Answer: 0

File Description	Document
Upload any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.2.2_168
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.2.2_168
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.2.2_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.2.2_168
Paste link for additional information	View Document (https://drive.google.com/file/d/12PNoB-UCFn3zVOVJLesZv(usp=sharing)
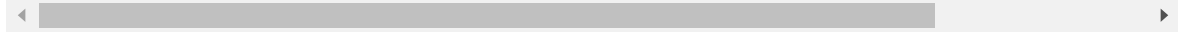
5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Answer: 1.14

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
2	00	00	1	1

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.2.3_168
Copy of certificates for qualifying in the state/national examination	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.2.3_168
Paste link for additional information	View Document (https://drive.google.com/file/d/1g2_AXlcsxvSVTjLDh-IWRFU usp=sharing)

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Answer:

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

The college of education has a well constituted student council that meets formally and informally. Student council is the voice of the student body.The purpose of the student council is to give students an opportunity to develop leadership by organizing

and carrying out responsible activities. The members of the Student Quality Council (SQC) are selected with a democratic approach by giving equal opportunities to B.Ed. It includes college representative, Office bearers from subject methodologies such as Self Study Report of ST College of education Abhona, Mathematics, Physical Sciences, Biological Sciences, Social Sciences, English and Telugu. The members assists their peers in sharing their thoughts, interests, and all the concerns during the course which in turn develops leadership qualities, organizational behavior, event planning and make them more responsible and proactive in reorganizing and managing both academic and co-circular activities in the college such as, SQC requests for spacing dates for different projects, seminars, submission of assignments and also to issue question papers in exam hall 10 minutes before exam commences and so on.

The Chairperson (Principal) calls for regular meetings with student council to discuss about various academic programs and other activities of the college thus decentralizing the power of decision making to them following discipline, decorum and protocol. The representatives in the SQC voice their problems and suggestions of all students during their meet with the principal to resolve any conflicts.

The function of the student council is based upon Institutional guidelines.Student councils participate, organize and manage various academic and co-curricular activities in the college. Student council discusses all curricular related issues and concerns; they are considered for rescheduling the dates of assignments, seminars etc. Feedback from SQC is valued for a better functioning.

Members of the Student Council serve as a bridge between the students and the administration. Not only do they ensure that the grievances of student population reaches the authorities, but also act as the students' representatives in the process of making important decisions.

The Students' Council also assists clubs/ members as well as in-charge faculty in conducting and organizing various co-curricular and extra-curricular activities or events such as dance, Music, General Knowledge, Essay writing, Debate, Drawing/ Painting Bulletin Board etc.In addition to organizing events that contribute to the institution's spirit and community welfare it takes an initiative to arrange various events of college such as picnics, field trips, organizes national and international days of signficance and through these they develop responsibility and leadership.They take initiatives to organize events, exhibitions, seminars , webinars, conferences, canteens and club activites

A democratic environment in the campus enables the SQC members to take interest in arranging the support system for lesson planning phases. Student's representatives are a part of the various committees and clubs. titled as named in college are Sankhya, Anweshan, Udaan, Bahalav, Techniqa, Sanskrithik, Manas, Aadhyatmik. All the activities are taken up with the help of leadership roles of SQC members. The club head representatives collabrate with SQC's for all events. The members document the club reports and annual report to compile as college magazine.

File Description	Document
Upload any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.3.1_168
List of students represented on different bodies of the Institution signed by the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.3.1_168
Documentary evidence for alumni role in institution functioning and for student welfare	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.3.1_168
Paste link for additional information	View Document (https://drive.google.com/file/d/1qN_XFRFL7cvTNu_nmclMm t7bTOoFp/view?usp=sharing)

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

Answer: 26

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18

30	28	27	25	20

File Description	Document
Upload any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.3.2_168
Reports of the events along with the photographs with captions and dates	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.3.2_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.3.2_168
Paste link for additional information	View Document (https://docs.google.com/spreadsheets/d/1jZI9TOX4U3vB9M2jTM9ZwJWGslh usp=sharing&ouid=103960865729180640081&rtpof=true&sd=true)

5.4 Alumni Engagement

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

Answer:

Alumni Association of this college not established at the year as "STAAF-Students Teachers'

Annite Alumni Forum". This association is not active agent for incorporating Regular meetings of the association not contributed to the growth and development of this college in re-defining the curriculum process, teaching-learning constructs, assessment techniques and also issues pertaining to women empowerment, responsibilities of a knower,improving marketability in student-teachers through certificate courses, the inclusion of Art education not the improvement not Visual

participatorynot mode leading to cater multiple intelligence among learners. a "Thinking Curriculum", and this paved way for recreating flexibility in connecting the core papers to optional and supporting the practical with elements from Action research. Alumni expressions not considered in the areas of guidance and counselling the below socio-economic level students for their vertical mobility.

Academic Contributions from alumini

Meeting alumini held online/ofline with its members on various agenda of conducting talks ,how to involue teachers as active participants in the new methological practice evolved & to make the alumini more interactive with the this college alumini are involved with the faculty of the college to discuss about innovative pedagogical innovations & Practices,experimented ,so that they are further applied & assessed in the classroom situations for more authenticity

File Description	Document
Paste link for additional information	View Document (https://docs.google.com/document/d/1R4IzHUfFA_X8Dt_sv5mqMOJm5_yMs. usp=sharing&ouid=103960865729180640081&rtpof=true&sd=true)

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

Answer: E. None of the above

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

Answer: 0

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/5.4.3_168...

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.

Answer:

The name of the Alumni Association was Student Teachers Annite Alumni Forum (STAAF). It was established not at that time STAAF was renamed and registered as STAWAA by adding welfare into it. Alumni members are actively involved in the various aspects of improving quality in the institution. Successful alumni are invited to motivate the student teachers. An alumni representative is selected member of all statutory bodies. They are invited to publish articles in the in-house journal. They are informed about the seminars and workshops for professional development.The rich practical Self Study Report of ST. College Of Education Abhona Tal Kalwan dist Nashik experiences they bring are tapped and recorded for further reference. Regular communications are through whatsapp with regard to government notifications and other educational matter

The alumini create linkage with service & professional organization in the field of education .many alumni teacher form different school had volunteered their support in providing their valuable time to be judges for various co-schlastic activities such as dance, Music, General Knowledge ,Easy Writing Debate,etc. at time the best with required qualifications are given opportunity to teach in this college

File Description	Document
Paste link for additional information	View Document (https://docs.google.com/spreadsheets/d/16ADOXx_1wp94PhvtoSTjBJNOkM(usp=sharing&ouid=103960865729180640081&rtpof=true&sd=true)

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

Answer:

Vision

Come for Knowledge, Go for Service

missions

To prepare competent and committed teachers who transform Society, Social Service and make the better world.

The aim of the institution is to provide quality education in pedagogical practices to achieve the charism "Pedagogy of the Heart", the Founder's Philosophy which is the foundation for formulating both curricular and co-curricular programmes. The elements of this maxim of teaching is seen reflecting in the core papers, methodologies and through co-curricular activities. Ideals derived from Philosophers, Educationists and Psychologists are incorporated to evolve the socio-emotional approach for enhancing pedagogical practices. Students positive attitudes are internalised towards social issues, environmental concerns, emerging global and local challenges. Deriving at students emotional stability is the prime vision of this institution which transforms the student teachers as a holistic person. Code of professional ethics is an integral aspect of the institution which commences from

entry to the summative level of the programme. The environment is wired through explicitly demonstrated model for imbibing these ethical principles. Being a missionary college, the spiritual quotient is developed through inter-faith meetings, spiritual retreats, reflective readings on spiritual quotes in regular assembly, celebrations of all festivals to understand the core-value of spiritualism.

File Description	Document
Vision and Mission statements of the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.1.1_168
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.1.1_168
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.1.1_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.1.1_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.html)

6.1.2 Institution practices decentralization and participative management

Answer:

The college development committee (CDC) is the apex body of the institution that plans and executes the development activities. cdc of the institute was set up in 03/05/2019. In meeting of cdc are held regularly to discuss matters related to college development. Cdc are solved the many issues and related the college. All faculty members participate in debate on emerging areas before they design the curriculum. The freedom and flexibility is given to the staff for bringing changes and re-designing of projects, practical activities or assessment strategies. Faculty disseminates the rubrics to collect feedback from stakeholders, students, Principals of the schools, alumni and analyse them to formulate an action plan for quality improvement.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.1.2_
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.1.2_
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

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

Answer:

finances

College of education abhona maintains transparency in its financial academic and administration function by clearly at all level. All importance matters relating to budget provision of the college and finance budget proposals to be presented before the government body for approval at the beginning of the each year.

College of education abhona strictly adhered to the academic calendar the details various activates college provides advance and innovative approached of teaching learning process.

In the morning assembly, we provide facility to every student for reading daily news, prayers, national anthem, presentation of thoughts of the day and other activates.

administrative

College has a college development committee(CDC) meeting of the cdc helped regularly to discuss matters related to college development student and faculty development IQAC established in the college and plays a pivotal role in academic and administrative activity

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.1.3_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.1.3_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Answer:

The institutional plan is effectively deployed

The CDC through deliberations with the stake holders made a perspective plan for the development of academic, administrative and infrastructural facilities and approval was taken from management.

One of the examples of activity successfully implemented based on perspective on plan is as follows.

Increase in the number of computers

Book rack for library

cctv cameras

electrical installation

Furniture and fixtures

Library books

Sports equipment's

thumb machine

TV unit

xerox machine

Lab setup

Increase in the furniture

speakers

white boards

LCD projectors

laptops

The institution's strategic plan is developed i.e. open to change and responsive while still maintaining alignment with the vision and mission of the College.In this regard, the Principal is the pillar of strength in leading the way forward and giving credibility to agreed plans.She instills confidence in all constituent groups providing clear directions, following through with the plans to ensure the agreed objectives if the strategic plans were met.On a regular basis, the principal involves on a one-to-one basis in:

Planning and Execution Operation and Management Communication of changed plans Institutional Profiling Environmental Scanning Deciding on Key Performance Indicators Identifying detailed Objectives and Actions Financial Planning

| File Description | Document |

Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.2.1_16
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.2.1_16
Link to the page leading to Strategic Plan and deployment documents	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

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.

Answer:

College of Education, Abhona is affiliated to SPPU Pune. The administrative bodies/councils/committees/boards are governed in a very transparent manner as the policy of institution

The system of governance is as follows

The statutory bodies of the college are the governing council, the advisory board and the college development committee. These bodies along with the IQAC play and important role in framing policies and executing them.

The principal as the head of the institution is the leader who is responsible for various administrative services of the institution. The principal and head of department are discussed the major programmers and issues in the college.

Student welfare is ensured through placement cell, grievance cell and alumni association also contributes to student welfare.

Admissions

The Principal and administrative staff oversee the admission process adhering to the CET norms University guidelines after the centralized counseling.

File Description	Document
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.2.2_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.2.2_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)
Link to Organogram of the Institution website	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

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**

Answer: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.2.3_168
Geo-tagged photographs	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.2.3_168

Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.2.3_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.2.3_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

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

Answer:

college of education abhona constituted different committeds and cells for the planning and implementation of various activities. The committes regularly conduct cmeetings to discuss relevant issues and take appropriate decisions and minutes of the meetings are duly agreed.Institute has a structure that embodies various committees, bodies and cells. Their composition is in the College Almanac for transparency. The curriculum development and its subsequent revisions is process oriented delineating the philosophy, goals, objectives, student competencies, learning experiences, instructional strategies, resources and assessment as envisaged in the institution's strategic plan. The curriculum development process is a multi-step, ongoing cyclical process which is carried out in a planned and systematic manner.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.2.4_1689
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.2.4_1689

Action taken report with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.2.4_168!
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

6.3 Faculty Empowerment Strategies

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

Answer:

Measures adopted for the welfare of the staff and faculty are as mention below:
Gives academic freedom for staff members, funding faculty development programs, deputes onduty for attending Seminars/ Workshops, permission for higher studies. Annual increment for unaided staff and other provision as per the individual need. Congenial atmosphere in the staffroom. Prayer room for peace and tranquility. Recreational programmes organized by the management for the well-being of the staff. Spiritual nourishment is provided through assembly, celebrations prayer meetings and so forth. Appreciation measures are get-togethers, exchange of jubilee celebrations of the staff. Aided staff are given leave facilities as per the UGC and state level rules. Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content. Faculty is informed about their CAS and the provision to secure them whenever they are eligible. The institution conducts seminars for improving the competencies of the teacher educators. The institution invites experts from different fields to conduct workshops, guest lectures, seminars, symposiums and conferences. Extension lectures on research methodology and inhouse elaborate study on NEP 2020 and attending the same conducted by NAAC, UGC . Staff members are encouraged to participate and present and publish papers in the seminars which are organized in other colleges and universities for professional mobility. Travelling allowance, duty leave for attending seminars, workshops, etc. are sanctioned by the college. The college has well-furnished staffrooms, drinking water facility in the staffroom and air coolers. Staff are provided with separate cupboards and washrooms. The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners, resource persons, educational consultants and trainers. Provision of medical and maternity leave is in place. Staff is granted sabbatical leave

to pursue higher education or research work. Advisory committee comprising of senior members give constructive suggestions and recommendations to principal for the smooth conduct of activities of the college. Teachers' day is celebrated to boost the professional morale of teachers. Superannuation of staff is celebrated with a sense of gratitude. Picnics and tours are arranged for staff recreation. Cordial and employer friendly environment is created to give job satisfaction to the employees. Recreation activities are planned in coordination with the staff members like sports activities, yoga sessions, music, movie get togethers and luncheous. Being a Catholic minority institution, the management invites staff to participate in the love feast during Christmas season. On the Congregation's feast day which falls annually on July 26th, the management invites the staff to enjoin in sharing joy over an elaborately arranged buffet.

File Description	Document
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

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

Answer: 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**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document

Income Expenditure statement highlighting the financial support to teachers	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.3.2_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

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.*

Answer: 41

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**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
08	10	09	08	06

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.3.3_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

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

Answer: 7.14

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**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	0	0	0

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.3.4_168!
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

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

Answer:

The College has a systematic general process to assess both its teaching and non-teaching staff's job performance and productivity in accordance with the College's program educational objectives. In addition to the actual performance, other aspects such as citizenship behaviour, potential for future improvement, strengths and weakness are also factored into the appraisal. The objective is not only to evaluate the performance as per established norms, but to identify potential aspects for improvement that can eventually lead to further progress and growth.

In this respect, the College strictly adheres to the UGC Regulations on minimum qualifications for the appointment of the teaching faculty, who in due course staff may upgrade their qualifications.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.3.5_168
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Answer:

The college prepares budget in the month of December for the next financial year and submits to the Society based on the present nine months actual expenses keeping in mind the following three months assumed expenditure. After assessing the available resources, plan for the next financial year in the month of April after presenting and approved by the Finance Committee and Governing Body of the College respectively. Considering the actual value from R&P statement, the final budget is prepared and sent for approval to the Governing Body of the Society.

The College practices a transparent financial management policy through internal and external audits, wherein the role of the internal and external auditors is clearly defined. The internal auditors examine issues related to the College's practices and risks, while the external auditors examine the financial records and raise opinions regarding the financial health of the College. Internal audits are conducted annually and external audits are conducted twice in a year.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.4.1_168!
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

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)

Answer: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.4.2_168!
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

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

Answer:

The College offers B.Ed programmes. While the B.Ed course is run with funds from student tuition fee, UGC and autonomy grants. In addition to this, the College has aided faculty, salaries are paid by the State Government.

Carrying out a financial resource mobilization strategy includes but is not limited to the following:

Identifying potential sources of funds; Actively soliciting pledges; Following up on pledges to obtain funds; Depositing these funds, and recording the transactions along with restrictions on their use.

basied on the above modalities funds allocated are 55% for salaries, 15% towards development of the college, 15% towards maintenance, 10% Staff Retirement Fund and 5% Management.

The strategy makes a vital link between external funding, challenges and the continued internal improvements necessary to achieve the objectives.

File Description	Document
Link for additional information	View Document (http://ssbedcollegeabhona.org/staff%20profile.htm)

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

Answer:

Composition of IQAC:

Correspondent of the institution Chairperson – Head of the institution (Principal) A few senior administrative officers Three to eight faculty members One or two local members One of the faculty as coordinator

The college has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IQAC plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and

motivated to develop a scientific temper so as to propagate a research culture amongst the students. This is achieved by constantly sharing new research findings in their respective fields with the students.

The three practices institutionalized by IQAC are:

1.Promotion of Research

2.Streamlining of Administration

3.Sustaining quality in academics and administration

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.5.1_168!
Link for additional information	View Document (http://www.6.5.3.iqac.in/)

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

Answer:

It has been one of the concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. This plays an instrumental role in enhancing the quality of the academic and co-curricular endeavors of the College in keeping with its vision and mission.
IQAC achieves this through practices, viz.,
1. Conducting self checks annually department wise SWOT Analysis is undertaken. Based on it, the IQAC gives constructive feedback to the departments suggesting measures for internal quality enhancement. It makes recommendations for the

departments to do self-evaluation and to set higher goals to meet new challenges.
2. Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching-learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of faculty is conducted semester wise. An analysis of the feedback is done and communicated to the faculty to enable them to enhance their teaching skills and their relationship with the students.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.5.2_1(
Link for additional information	View Document (http://www.6.5.3.iqac.in)

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

Answer: 0.2

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18

1	0	0	0	0

File Description	Document
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.5.3_168!
Link for additional information	View Document (http://www.6.5.3.iqac.in/)

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

Answer: E. None of the above

File Description	Document
Supporting document of participation in NIRF	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.5.4_16
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.5.4_16
Consolidated report of Academic Administrative Audit (AAA)	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.5.4_16

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

Answer:

We are conducting NAAC committie in first time attempt in year 2023.

This records of each student is maintained through the institutions automated MIS system. The data is analysed to measure their semester wise improvements. This process is carried out religiously so that faculty are informed to reflect changes that are needed in the curriculum, teaching approach, individual remedial modules, and mentoring program.

Based on the feedback from the students showing maximum quantum of learning during the practice of innovative lessons, the academic planning assigned two weeks of teaching for the same. The succeeding year designing lesson plans for inclusive classroom was emphasized. The students were exposed to ten different types of planning and five of which were selected and presented. The revised curriculum include innovative lessons in both semester three and four, thus giving scope for the student teachers to practice from a variety of plans such as STEM/ STEAM based teaching, team teaching, reciprocal teaching and differentiated learning. As the innovative lessons were conducted online, the students effectively integrated technology to present the different models of teaching, such as online activities, use of digital white board, videos, and pre-recorded videos of activities, which gave a new dimension to the teaching learning process. Rubrics were formulated for triangular evaluation process in accordance with approaches by respective faculties.

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/6.5.5_168!

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

Answer:

The college is decided to continue student improvement in its awareness as part of various diversity to sustainability & social responsibility of the campus. Institution that in pursing the vision & mission of the college, there is a need to protect the college's immediate environment, therefore utmost care & attention is given to all our activities to ensure sustainable use of various available resources, discouraging wasteful practices, minimising pollution & re- using waste material for 21th century for benefit of individual & society at large world.

Our campus students are not only oriented during the various induction programme on the endeavours towards sustainable living, but also throughout the course work the concept of sustainable development & living is integrated into all the course activities. Students through the various social activities are also involved in the decision making process so that social practices can evolve reflection emerging needs of the college environmental protection. Our campus college also regarding "Plastic Free Campus" from time to time, a green environment is in practice to streamline the ways of energy conservation. In its attempt to design & establish a fundamentally institutional commitment with responsibility towards environment, the college had been initiated simple yet workable solutions like i.e. replacing electric wires & switches, using LED bulbs, mapping electricity switches, Aqua, CCTV Camera etc. Student also motivated SWOT analysis concept for future life era.

File Description	Document
Institution energy policy document	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.1_168!
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.1_168!
Link for additional information	View Document (https://drive.google.com/file/d/1cl-La0nATwXAYCU7eEN0mcCAzaoBSWoq/view?usp=sharing)

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

Answer:

Waste Management Policy Statement

The Institute has a policy whose underlying social is sustainable waste management by increasing resource for efficiency. Social relationship between society, environment & economy. The college campus action plan of included an essential role in sustainable development by not only preparing student teachers for professional success mission. But also by harbingering in them a civic duty as Indian citizens of the society. Policy provided potential for community engagement & Self-development through teaching, research and student development outreach programs. In our college campus it is experimental lab, Psychological lab which can be sustainable culture. The course curriculum includes cores paper related to environmental studies at B. Ed course only. Awareness programmes are conducted by the students within the college campus and extension activities in the community through campaigns. Reduce, Recycle & Reuse the best policy in future life.

The Waste management team consist of:-

1. Principal
2. Faculty Member
3. Facilities Technical Staff member
4. Student from Class

Solid Waste Management

The college has implemented solid waste management measures to convert solid waste into valuable resources. Guidelines are disseminated to students with regard to proper waste discard. B. Ed collegecampus further signboards are installed at various places & the students are briefed on the college's waste management process during orientation session. There for waste is collected from the college premises, classrooms & the dining hall as cleared on a daily basis for the wet garbage is emptied into the compost position pit.

E- Waste Management

Separate room is available for disposing E- waste. The college E- waste is collected & segregated & sent off site for safe disposal. Old CPU, CDs Computer are used for making wall hangings & decorative items by the students for shared with the schools.

File Description	Document

File Description	Document
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.2_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.2_168
Link for additional information	View Document (https://drive.google.com/file/d/1QQURIt--tAw3rnfimAD67yivc usp=sharing)

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**

Answer: A. Any 4 or more of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.3_168
Geo-tagged photographs	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.3_168
Documentary evidence in support of each selected response	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.3_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.3_168

File Description	Document
Link for additional information	View Document (https://drive.google.com/file/d/16vu5XSKj_USQra_pJiNS9W usp=sharing)

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

Answer: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.4_168
Geotagged photographs	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.4_168
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.4_168
Any other relevant information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.4_168
Any additional link	View Document (https://drive.google.com/file/d/1kjZRThxGs-Flf19sIf1wcIB5R usp=sharing)

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

Answer:

Waste Management Policy Statement

The Institute has a policy whose underlying social is sustainable waste management by increasing resource for efficiency. Social relationship between society, environment & economy. The college campus action plan of included an essential role in sustainable development by not only preparing student teachers for professional success mission. But also by harbingering in them a civic duty as Indian citizens of the society. Policy provided potential for community engagement & Self-development through teaching, research and student development outreach programs. In our college campus it is experimental lab, Psychological lab which can be sustainable culture. The course curriculum includes cores paper related to environmental studies at B. Ed course only. Awareness programmes are conducted by the students within the college campus and extension activities in the community through campaigns. Reduce, Recycle & Reuse the best policy in future life.

The Waste management team consist of:-

1. Principal
2. Faculty Member
3. Facilities Technical Staff member
4. Student from Class

Solid Waste Management

The college has implemented solid waste management measures to convert solid waste into valuable resources. Guidelines are disseminated to students with regard to proper waste discard. B. Ed collegecampus further signboards are installed at various places & the students are briefed on the college's waste management process during orientation session. There for waste is collected from the college premises, classrooms & the dining hall as cleared on a daily basis for the wet garbage is emptied into the compost position pit.

E- Waste Management

Separate room is available for disposing E- waste. The college E- waste is collected & segregated & sent off site for safe disposal. Old CPU, CDs Computer are used for making wall hangings & decorative items by the students for shared with the schools.

File Description	Document
Documents and/or photographs in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.5_168

File Description	Document
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.5_168
Link for additional information	View Document (https://drive.google.com/file/d/1-oNX05-RJY1JQVhPpiUZoo0 usp=sharing)

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 ▸

Answer: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.6_168
Snap shots and documents related to exclusive software packages used for paperless office	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.6_168

Income Expenditure statement highlighting the specific components	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.6_168
Circulars and relevant policy papers for the claims made	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.6_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.6_168
Link for additional information	View Document (https://drive.google.com/file/d/1Ch3xypqCN0TRL1Fv6OFRRI usp=sharing)

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

Answer: 13

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
0.37	00	0.04	0.12	0.12

File Description	Document

Income Expenditure statement on green initiatives, energy and waste management	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.7_168
Data as per Data Template	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.7_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.7_168
Link for additional information	View Document (https://drive.google.com/file/d/1LWUPdkaZyaZh48MfgYs8SN usp=sharing)

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

Answer:

This B. Ed college institution has an advantage of being centrally tribal area means tribal language locational.Health care centres, Banking sectors, Rural Hospital, English medium & Model School, template of worship, Stationary shop, Pharmacy College are available. Principal and staff from cooperating various activity like Internship, Environmental day, Yoga Day, Annual Function. Teacher pupil conduct tribal area lesson pertaining to B. Ed curriculum. The playground in the B. Ed are utilized for purpose of sport and games. At times the spacious halls are used for large scale events. College committee create awareness about atrocities against women and empower our student teachers are very closely. In tribal area B. Ed campus gives various opportunity to connect local to Global activity. Which can be exposed and Build up Confidence.

Community Practices

Leveraging Community practice and challenges

All our co-operating schools and the teachers are free to access any resources from our Institution B. Ed Campus. Audio- Visual support materials prepared at source are either shared with government schools on some request. During internship student teacher trainees have access to all science equipment from the laboratories for conduction practical activities related to the content in subject methodologies.

Community leverages are established through Vishakha for legal aspect, Heads of slum area to contribute their women support in various organizing outdoor extension college camp.

File Description	Document
Documentary evidence in support of the claim	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.8_168
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.8_168
Link for additional information	View Document (https://drive.google.com/file/d/1eTNpqGAqIxY8bXVehpepw5 usp=sharing)

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*

Answer: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.9_16

Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.9_16
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.9_16
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.9_16
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.1.9_16
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

7.2 Best Practices

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

Answer:

1. **Best Practices**

1. **Describe at least two institutional best practices (As per NAAC format given on its website)**

Response: Best practice in internal and external in college campus and tribal area

Best Practice I

Aware the Pedagogical Skills

1. **Title of the Practice:** Student Teacher Social awareness
2. **Objectives to:**

1. Student teacher with knowledge and desire to understand
2. Prioritize ways to create inclusive environment
3. Student teacher social awareness in present situation
4. Student teacher confront the challenges of the 21st century
5. Develop students with voice and leadership

1. **The context:**

Present situation pedagogical skills aims to create its processes that enable students to organize independently, experimentally the methodological processes. It include the capacity to plan, initiate, lead and develop both general and subject specific knowledge.

1. **The practice:**

This programmes provide inflection point for developing pedagogical skills as follow:

The Entry level: Professional network and are briefed on the provisions and services available in various field.

Admission Process: Student profiling is used for their SWOT analysis in future

Content Test:

Administered Methodology wise to measure the levels of conceptual understanding.

Mentorship:B. Ed Student Teacher are assigned to mentors

Internship: At different levels of schooling affiliated to different skill education

B.Ed: The prior to internships students are oriented for simulated classroom teaching and receive hands on training in preparing, low cost improvised teaching aids.

Library Hours: Student teacher are encouraged and provisions are made in the timetable for students to inculcate reading habits.

Participation in Events: Pedagogical skills are fine-tuned through mandatory participation in college activities and various function.

Best Practice II

Title: Annual Activity for Skill Development

Objective to:

1. To develop Internal skill
2. To build confidence in college life
3. To create new innovative idea
4. Encourage their value

Context: Adaptive to the changing skills and value, norms in college

Activity and Benefits:

　　　　Student teacher values, norms and confidence will help future life. There are continuous updating of skills.

1. Promote the life skill
2. Learn the teacher education area
3. Developed the internal and external activity

File Description	Document
Photos related to two best practices of the Institution	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.2.1_1689
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.2.1_1689
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

7.3 Institutional Distinctiveness

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

Answer:

1. **Institutional Distinctiveness**

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

Response:

The college campus through environmental education, clean and supported. Preservation of natural wealth, challenging inclusiveness, tribal area networking with schools and community for Back to school Programme, Participating in active farming involving Environmental day, women's day, extra co- curriculum activity. Incorporating all these sensitive issues as value based lessons to cultivate tolerance and love among the teachers with an objective of humanistic and holistic approach to pedagogy.

 In our institution virtues like respect, responsibility, love, honesty, tolerance and co-operation are strengthened to parents and teachers at every activity. Democracy in education, freedom, play and joy activity celebrate every day of the ceremony. This institution is distinctive in addressing the Good Help for Tribal area Students and focuses on problem- posing education which is multilingualism and bilingualism.

Memorandum of understanding with esteemed universities nationally and internationally is signed to create a universal consciousness of brotherhood for exchange of quality imputes we practice units of love, friendship and parenting under the theme of caring for strangers and global others and we endure to study various culture activity.

  Our college campus fully tribal area and we celebrated various culture programme for build-up moral values, norms, save the environment etc. Our institution organize government activity day which is necessary tribal area student life and culture help.

Conclusion

Additional information:

This tribal area college strives to maintain high standards not compromising on the quality. The faculty teacher endeavours to search for new venues of knowledge, to sustain its position in the field of education. The faculty builds teaching skills that could be extrapolated into their internship programme. The tribal area college student teacher progressed towards ICT resources, technology based educational experiences. The student from tribal area are approached with a bottom up strategy to facilitate equity in obstacle problem. The outgoing B. Ed students are exposed to CTET/ TET/ NET/ SET Guidance. Course wise teaching and increase subject knowledge. Philosophical, sociological and psychological aspects of education are ingrained into for conceptual clarity and comprehension for attempting these eligibility examination.

Our strengths is our faculty who cultivate the habit of identifying in the students' listening to basic problem. In 21 century our mission to student teacher know about the future opportunity which clarity the tribal area and human resources who model themselves towards the vision and mission of the college.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.3.1_16
Any additional information	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/7.3.1_16
Link for additional information	View Document (http://ssbedcollegeabhona.org/)

Extended Profile

Students

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
102	100	57	45	45

File Description	Document

| Institutional data in prescribed format | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_16894 |
| Any other relevant information | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_16894 |

Other Upload Files

| 1 | 12345.pdf (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689507761_86! | ▶ |

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
110	110	100	50	50

File Description	Document
Letter from the authority (NCTE / University / R	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689;
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689;

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
85	81	43	41	35

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689:
Central / State Govt. reservation policy for adm	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_16894

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
102	100	58	45	45

File Description	Document
List of final year students with seal and signat	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689:

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
102	100	58	45	45

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689:

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
102	100	58	45	45

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689:
Enrollment details submitted to the state / univ	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689:

Teachers

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	6	6

File Description	Document
Institutional data in prescribed format	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689:
Copy of the appointment orders issued to the tea	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689:

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	10	10

File Description	Document

| University letter with respect to sanction of p | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689: |
| Any other relevant information | View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_1689! |

Institution

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

Answer:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Audited Income Expenditure statement year wise d	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_16894

Number of Computers in the institution for academic purposes..

Answer: 25

File Description	Document

Invoice bills of purchase of computers	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_16894
Copy of recent stock registers	View Document (https://assessmentonline.naac.gov.in/storage/app/hei/SSR/112147/dynamic_16895

Conclusion

Additional Information :

The college campus through environmental education, clean and supported. Preservation of natural wealth, challenging inclusiveness, tribal area networking with schools and community for Back to school Programme, Participating in active farming involving Environmental day, women's day, extra co- curriculum activity. Incorporating all these sensitive issues as value based lessons to cultivate tolerance and love among the teachers with an objective of humanistic and holistic approach to pedagogy.

In our institution virtues like respect, responsibility, love, honesty, tolerance and co-operation are strengthened to parents and teachers at every activity. Democracy in education, freedom, play and joy activity celebrate every day of the ceremony. This institution is distinctive in addressing the Good Help for Tribal area Students and focuses on problem- posing education which is multilingualism and bilingualism.

Memorandum of understanding with esteemed universities nationally and internationally is signed to create a universal consciousness of brotherhood for exchange of quality imputes we practice units of love, friendship and parenting under the theme of caring for strangers and global others and we endure to study various culture activity.

Our college campus fully tribal area and we celebrated various culture programme for build-up moral values, norms, save the environment etc. Our institution organize government activity day which is necessary tribal area student life and culture help.

Concluding Remarks:

This tribal area college strives to maintain high standards not compromising on the quality. The faculty teacher endeavours to search for new venues of knowledge, to sustain its position in the field of education. The faculty builds teaching skills that could be extrapolated into their internship programme. The tribal area college student teacher progressed towards ICT resources, technology based educational experiences. The student from tribal area are approached with a bottom up strategy to facilitate equity in obstacle problem. The outgoing B. Ed students are exposed to CTET/

TET/ NET/ SET Guidance. Course wise teaching and increase subject knowledge. Philosophical, sociological and psychological aspects of education are ingrained into for conceptual clarity and comprehension for attempting these eligibility examination.

Our strengths is our faculty who cultivate the habit of identifying in the students' listening to basic problem. In 21 century our mission to student teacher know about the future opportunity which clarity the tribal area and human resources who model themselves towards the vision and mission of the college.

EXCLUDED METRICES

No Metrices are Excluded

ANNEXURE