Yearly Status Report - 2018-2019

Part A	
Data of the Institution	
1. Name of the Institution	**ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH**
Name of the head of the Institution	**DR.MRS. LALITA RAJENDRA VARTAK**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**02025433084**
Mobile no.	**9326415772**
Registered Email	**adarshacollegepune@gmail.com**
Alternate Email	**accer@asm.ac.in**
Address	**47/17, Erandawane, Near Nal Stop, Karve Road, Opposite Maharishi Karve Telephone Exchange**
City/Town	**PUNE**
State/UT	**Maharashtra**

Pincode	**411004**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**state**
Name of the IQAC co-ordinator/Director	**DR. PRASAD NARSINHA JOSHI**
Phone no/Alternate Phone no.	**02024321456**
Mobile no.	**7276017117**
Registered Email	**pnj1968@hotmail.co.in**
Alternate Email	**1968jpn@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://asm.ac.in/wp-content/uploads/2021/02/A-3-AQAR-2017-18-Submitted.pdf

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://asm.ac.in/wp-content/uploads/2021/02/A-4-Academic-Calender-2018-19-ACCER.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
2	**B**	**2.70**	**2013**	**05-Jan-2013**	**04-Jan-2018**

6. Date of Establishment of IQAC	**15-Jun-2004**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Providing More subject Choice to Second Year Students	02-Jul-2018 180	56
Publication of Theme based College Magazine	30-Apr-2019 1	154
Strengthening Democratic Values	26-Jan-2019 3	19
Skill Development of B.Ed. students	19-Jan-2019 1	55
Skill development of School Teachers	06-Oct-2018 2	30
Project for School Students- To develope Self Study Habits	17-Jul-2018 7	100
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Adarsha Comprehensive College of Education and Research Pune	Quality Improvement Programme	Savitribai Phule Pune University	2018 265	55000
Adarsha Comprehensive College of Education and Research Pune	Dr. Jaykar Lecture Seires	Board of Extra Mural Studies, SPPU	2019 3	5000
Adarsha Comprehensive College of Education and Research Pune	Life Long Learning and Extension Programme	Department of Life long Learning and Extension, SPPU	2018 3	15000
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9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	**4**
The minutes of IQAC meeting and compliances to the	**Yes**

decisions have been uploaded on the institutional website	
Upload the minutes of meeting and action taken report	[View File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

12. Significant contributions made by IQAC during the current year(maximum five bullets)
Implementation of a Project for the Benefit of Marathi Medium School Students To Develop Self Study Habits
E content Development Initiatives for School Teachers and B.Ed. students
Organization of Workshop in collaboration with Department of Life Long learning and Extension, SPPU
Publication of Theme based Magazine
More subject choice for Second Year Students - For course 205

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
To provide more subject choice under Course	**Introduction of subjects Chemistry and Economics under Course - Additional Pedagogy Course**
To publish Theme based college magazine	**Publication of Theme based college magazine - Thoughts of Mahatma**
Use of Participatory teaching learning methods	**Introduction of Participatory Teaching Learning methods for the courses placed under the category Enhancing Professional Capacities**
To organize workshop in collaboration with university department	**Organized a Life long learning programme in collaboration with Department of Life long learning and Extension, SPPU**
Skill Development of School Teachers and B.Ed. students	**Organized e content development workshop for School Teachers and Video Development Workshop for B.Ed. students**
To implement a project for the benefit of Marathi Medium Students	**Implemented a project titled To develop Self Study Habits among Marathi Medium Students**

14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
IQAC	**10-Jul-2019**

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**No**

16. Whether institutional data submitted to AISHE:	**Yes**

Year of Submission	**2018**

Date of Submission	**17-Dec-2018**

17. Does the Institution have Management Information System ?	**Yes**

If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	**Our college has partial Management Information System. College maintains processing of daily financial transactions using Tally Software. Tally is also used for bank reconciliation statement and financial report generation. As institution is receiving grant in aid from Government, we use HTE Sevaarth software for processing salary online. Salary sheet for Teaching and Non teaching staff is prepared using HTE Sevarth software. We maintain student data using MS Access. It is used for retrieval of student related data. Scholarship is processed using MAHA DBT facility. Calculation of tax based on salary is done using online tools. Library transactions are done using software.**

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

At the commencement of every year a staff meeting is organized. Here the staff members share their experiences and observations regarding curriculum delivery during the previous year. Further they also give their suggestions for the

current year. Accordingly following is done for a well-planned curriculum delivery and its documentation: - Planning by staff: - 1. Staff members are assigned various theory courses – both core courses and specialized courses for both the years. 2. They prepare a course outline mentioning the teaching hours, learning hours and the assessment procedure. 3. They plan the details regarding practical work related to the course and design new scoring keys if necessary. 4. In-charge staff members are decided for the practical courses namely practicing for constructivist teaching and enhancing professional capacities for both the years. The staff members plan the outline for the courses, the requirements for the courses and the tentative schedule for the courses. 5. A tentative time plan to be followed during the year is proposed after deliberation and discussion by all the staff members . Orientation to students:- 1. At the beginning of the year the students are given General orientation of the entire B.Ed programme by a senior staff member. The students are given a detailed explanation of the syllabus, the nature of the various activities to be conducted and the assessment procedures to be followed. 2. This orientation is followed by a detailed orientation by every in-charge staff member about each of the courses. Commencement/Implementation of the sessions:- 1. After these orientation sessions the actual commencement of the session begins when weekly timetables are displayed to the students. 2. Precaution is taken to follow the decided time line. Review meetings:- 1. During the entire year review meetings are conducted as and when required to take a feedback on the actual conduct of the sessions, issues faced in implementing and modifications to be made if necessary. 2. These meetings also focus on designing and sharing the detailed timetable regarding the practical courses. 3. It also helps to analyze if the planned time line is being followed or not. Year end meetings:- 1. The year-end meetings are the time when all the staff reflects on the year that passed by, the 'Aha' moments in it, the 'Dull' moments in it and also the time when there were lot of difficulties faced by them. 2. This is the time to thank all the staff members for their co-operation in successful implementation of the courses. 3. The staff members give a detailed written report regarding the course, department and activities they have planned and conducted during the year. This is useful in planning for the next academic year. Benjamin Franklin says "By failing to prepare, you are preparing to fail." Planning and implementation and re-planning is an important cycle in the learning and progression of any work. This is what we try to do at our institution.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
NIL	NIL	Nil	0	NIL	NIL

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEd	Course 205- Additional Pedagogy Course- Chemistry	02/07/2018
BEd	Course 205- Additional Pedagogy Course- Economics	02/07/2018
	View File	

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the

affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	Nill	Nill

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	Nil	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
0	Nill	Nill
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Practice Teaching	154
BEd	Internship	154
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Nill
Alumni	Nill
Parents	Nill

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
The college does have a formal system to collect feedback from stakeholders regarding the curriculum. The Responsibility to collect the feedback is assigned to a teaching staff member, who is in charge of the 'Feedback Department'. A Proforma for feedback was prepared and modified after receiving suggestions from teaching staff. The Principal of the college reviewed the draft and it was finalized. In the academic year 2017-18, the concerned department in charge collected students' and Teachers feedback in offline mode. The Feedback form for the students contains 12 items consisting of both close-ended and open-ended items. The Entire exercise of collecting the feedback from the students was done on a specific day. The collected responses were analysed by the concerned department. Then the analysis of the responses was discussed in the staff meetings and IQAC also. Apart from programme feedback, course in charge for the courses 208 and 212 collected course feedback from the students. The feedback obtained from the students and teachers was taken into consideration while planning for the next academic year.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Nill	100	100	100
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	156	Nill	11	Nill	Nill

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
11	11	3	4	Nill	Nill
View File of ICT Tools and resources					
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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

"Mentoring is a brain to pick, an ear to listen and a push in the right direction" – John Crosby Mentoring is a process which involves motivation, support, advising, goal setting, coaching, training and giving direction. It involves three steps: - Identify, Support and Act. In the first stage it is getting to know the student, his/her background, experience, strength and weaknesses, likes and dislikes, etc. The second step involves supporting the student whenever and wherever necessary. The third step is to make the student actually take decisions. This is necessary to build confidence to tackle the problems and to see that he/she proceeds on the right track. Mentoring can be personal as well as academic, formal as well as informal. In teacher education programmes mentoring is done by the Principal, the teacher educator as well as the school teacher. Student Introduction: - A unique feature of the college is that each and every student is made to introduce himself/herself during the induction programme. This helps to understand his background, experiences, strengths, likes, dislikes, etc. It also is the first step in building confidence in the student. (Identify step) Role of teaching staff, Principal and school teachers: - The teaching staff has an important role to play in the mentoring process. Each staff member is assigned around 10-12 students for the year. These are called as micro teaching groups. Since they are working together and in daily contact it helps to develop a feeling of mutual trust and respect between them. The in-charge staff member guides the students in personal as well as academic aspects formally as well as informally. This mentoring can be right from grooming them in their attire, poise, language, diction, teaching performance, writing of assignments etc. essential in their academic performance as well as in balancing the demands of the course and their personal commitments. The Principal has informal talks with the students which acts as a great support in motivating them. Sometimes the Principal also conducts formal sessions and advises them to set their goals, and proceed in the appropriate direction. (Support step) Student performance: - The academic mentoring given by the staff member helps the students to improve his/her teaching performance. This becomes evident as the classroom lessons progress and student gradually move towards internship. The students participate in various activities in the college which helps them to realize themselves. (Act step) The process as explained above which is followed in the college is useful to the students and is evident from their achievements as well as through their feedback.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
156	11	1:14

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
16	11	5	Nill	9

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nill	NIL	Nill	NIL
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	Nill	First Year	03/05/2019	15/07/2019
BEd	Nill	Second Year	29/04/2019	15/07/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

All of us will agree that evaluation plays a very important role in the progress of the students. The institution follows the guidelines given by the University regarding internal assessment. Hence for the theory courses three activities are conducted for internal assessment. As per the university guidelines we have to conduct one internal examination and one practical work given under each theory course as compulsory assessment. For the third assessment each staff member selects from the options given in the syllabus like tutorials, seminars, group discussion, etc. For the practical courses we are free to design our scoring keys. It is said that "assessments should compare the performance of a student to a set of expectations, not with the performance of other students." At our institution we try to follow this principle. We design scoring keys for the assessment of our students. These consist of the criteria to be assessed and the weightage given to each criteria. For some courses we have also designed the rubrics for facilitating objective assessment. We also give qualitative remarks so that students are able to work on them and improve themselves. For the first year students our college conducts the Online Examination using web based software with the assistance provided by the Computer Department of our parent institution for the course 107. This is the unique feature of the college. Ours is the only B.Ed. college under the University of Pune which conducts online examination as a part of the compulsory internal assessment.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Unity is strength. When there is team work and collaboration, wonderful things can be achieved. –Mattie Stepanek. The academic calendar is prepared by the entire team of the institution through co-operation and collaboration. The terms for the academic year and the list of holidays for the affiliated colleges are decided by the University. The list of holidays is also given by the State govt. A lot of activities especially practice lessons and internship are to be planned considering the terms given for the schools. Considering all these aspects, experiences of the staff members, feedback received from the students of the previous years all are taken into consideration while preparing the academic calendar. All the regular curricular and co-curricular activities of the institution, the activities to be organized in collaboration with other institutions, the programmes as prescribed by the govt. from time to time, the lectures for the theory courses, the internal assessment and the internal examination, all are planned together by the staff members in consultation with each other. Care is taken to ensure that the assessments are distributed throughout the year. Generally, a schedule is planned for the entire term and a detailed planning for each month is done during the review meetings. The internal examination is planned taking into account the dates and the nature of the question paper of the final examination as given by University.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://asm.ac.in/wp-content/uploads/2021/03/2.6.1-PLO-CLO-2018-19-ACCER.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
Nill	BEd	Nill	56	55	98.21

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://asm.ac.in/wp-content/uploads/2021/03/2.7.1-StuSatisSurvey-2018-19-ACCER.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Minor Projects	731	UGC	0.95	0
Minor Projects	731	UGC	1	0
Minor	731	UGC	0.85	0

Projects	
	View File

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
NIL	**NIL**	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	**NIL**	**NIL**	**Nill**	**Nill**
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	**NIL**	**NIL**	**NIL**	**NIL**	**Nill**
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	**0**	**0**

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
Adarsha Comprehensive College of Education and Research Pune	**4**

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	**Adarsha Comprehensive College of Education and Research Pune**	**3**	**Nill**
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
NIL	**Nill**
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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as	Number of citations

					mentioned in the publication	excluding self citation
NIL	NIL	NIL	Nill	Nill	NIL	Nill

No file uploaded.

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	Nill	Nill	Nill	0

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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	1	Nill	1	Nill
Presented papers	1	Nill	3	Nill
Resource persons	Nill	Nill	2	1

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
NIL	NIL	Nill	Nill

No file uploaded.

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	Nill

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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
NIL	NIL	NIL	Nill	Nill

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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration

NIL	NIL	NIL	0

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NIL	NIL	NIL	Nill	Nill	0

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	Nill	NIL	Nill

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
0	0

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing
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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Libworld	Partially	1	2016

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total

Text Books	**8201**	**437017**	**396**	**63814**	**8597**	**500831**
Journals	**7**	**3500**	**Nill**	**Nill**	**7**	**3500**

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr. Mrs. Lalita Vartak	**Leading and Managing Curriculum Innovation and Development**	**SWAYAM**	**21/11/2018**

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	**8**	**20**	**1**	**1**	**1**	**1**	**0**	**50**	**0**
Added	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total	**8**	**20**	**1**	**1**	**1**	**1**	**0**	**50**	**0**

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

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50 MBPS/ GBPS

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4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIL	**Nill**

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
50000	**42168**	**150000**	**86134**

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

As a policy budgetary provision is made in the annual budget for purchase and maintenance of the various facilities like computers, books, sports equipment, lab equipment, etc. But a decentralized procedure is followed to facilitate better working and convenience of the students and the staff who are going to use it. Laboratory: - Policy: - One staff member is the in-charge for the Science laboratory. He/ She looks after the requirements for the year.

Accordingly, the order is placed. The staff member also maintains the detailed register of these details. At the end of every year entries are made of any material broken or expired, etc. in the register. Procedure: - Along with the in-charge staff member one peon is assigned the duty of for issuing of the material specific during the stipulated time every day. One representative of student is also selected who assists the in-charge staff member in the work. Library: - Policy: - There is a full time qualified and dedicated librarian in the college. He is in-charge of looking after the day to day working of the library. There is a library committee which decides regarding the purchase of books, activities to be conducted by the library, extension programs to be organized by the library, etc. The soft copy of the dead stock register is maintained in the library. The annual report of the department is taken at the end of the year. Procedure: - The committee meets at least twice a year to make a detailed plan and sanction for the various activities, purchase of books, etc. Review of the various programs and activities is taken and based on this feedback the further plan of action is proposed. Sports equipment: - Policy: - One staff member is the in-charge for the Science laboratory. He/ She looks after the equipment. Procedure: - Usually the college celebrates sports week in the months of December-January which is considered while making the annual plan. Accordingly, once the dates are finalized during the staff meeting the detailed planning is made by the in charge. Both indoor and outdoor sports (individual as well as group) are conducted in which both girls and boys participate. Computers: - Policy: - The maintenance of the computer lab is done by the Computer Division of the Adarsha Shikshan Mandali, centrally. There is also a staff member of the college who is the in-charge and a non-teaching staff member who assists him. Procedure: - The annual maintenance contract is made by the parent body. In case of any big purchase requirements the matter is placed by the in-charge staff member before the Principal. It is then placed before the College Committee for their sanction. In case of any minor equipment purchase the in-charge staff member and the Principal take the decision. Dead stock register is maintained by the office. Classrooms: - Policy: - The Head Clerk and the Office Assistant of the college look after the department. They are in-charge for the cleanliness of the premises.

https://asm.ac.in/wp-content/uploads/2021/03/4.4.2-MaintainancePolicy-AQAR-2018-19-ACCER.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nill	Nill	Nill
Financial Support from Other Sources			
a) National	GOI Freeship, Scholarship, EBC Scholarship	36	223616
b)International	0	Nill	0
[View File]()			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved

Career Counselling	17/01/2019	65	Department of Life Long Learning and Extension / Invited Resource Persons
Mentoring	02/07/2018	154	Teaching staff of the college/ Micro Group In charge
Yoga and Meditation	25/02/2019	98	External Resource persons and college Teaching Staff

View File

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
Nill	NIL	Nill	Nill	Nill	Nill

No file uploaded.

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nill	Nill	Nill

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
AVEMPS,SSVHSi Teac	28	6	Maharashtra Mandal, Walnut, DES other	Nill	9

View File

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2019	1	Bachelor of Education	Adarsha Comprehensive College of Education and Research	SOL SPPU	Master of Arts

2019	2	Bachelor of Education	Adarsha Comprehensive College of Education and Research Pune	Tilak College of Education	Master of Education (M.Ed.)
2019	1	Bachelor of Education	Adarsha Comprehensive College of Education and Research Pune	Tilak College of Education	Master of Arts

View File

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	1

View File

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Fancy Dress Competition	Institutional	13
Singing Competition	Institutional	20
Poetry Recitation Competition	Institutional	40
Rangoli Competition	Institutional	37
Mehendi Competition	Institutional	34
Poster Competition	Institutional	20
Essay Competition	Institutional	7
Extempore Speech Competition	Institutional	13
Voter Awareness Quiz Competition	Institutional	31
Democracy Fortnight Voter Awareness Essay Competition	Institutional	8

View File

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nill	NIL	Nill	Nill	Nill	Nill	NIL

No file uploaded.

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The role of student council in a teacher education institution is very different. It is not merely to involve them in assisting in planning, organizing and implementing the activities in the college but to train and educate them in planning, organizing and implementing activities in a systematic way so that they are able to perform effectively and work efficiently when they join the teaching profession. It is simply helping them to 'Learn by doing'. It helps them to realize their own strengths and foster creativity in doing different tasks. 'The essence of education is to discover one's uniqueness, and teach how to use it.' Formation of the Student Council: - The college has a unique way of involving the students in the different activities of the college. The students work in their micro groups. One student from each group is selected by the group in-charge and the other students to represent their group. These students are then interviewed by the Principal and the staff members and after discussion each student is assigned one department of the college. The student is responsible for assisting the in-charge staff member for the smooth functioning and conduct of the activities to be organized by the college during the year. For the current year following were the members of the Student Council: - Functioning of the Student Council: - The in-charge staff member and the student representative work together while planning and conducting the different activities of the college. It is useful to communicate with the students through these representatives and establish a bond with them. Member of IQAC: - One student is also the member of the IQAC of the college. This is beneficial for getting ground level feedback and accordingly developing the plan of action of the college.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

Alumni involved in college activities. This year alumni involved as a resource persons for the Life long learning programme - Gandhijis Nai Taleem, Health Education. Alumni also involved in writing article in college magazine- Reflections

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Our institution follows process of Decentralization and participative management. Decentralization of Course curricular transaction: At the beginning of the academic year Course and department responsibilities are decided and distributed among staff members. According to decentralization each staff member plans own strategy for course delivery and begins course of action by preparing Course Outlines. In view of the decentralization, coordination among

staff members happens through regular staff meetings. Apart from various courses, responsibilities of various departments is also assigned to staff members. Participative Management – Stakeholders have representation on various committees viz Internal Quality Assurance Cell (IQAC), College Committee, Local Managing Committee (LMC). Teaching, Non Teaching staff members have representation on College Committee and Local Managing Committee. Students have representation on IQAC, Students Council and other committees. Apart from statutory committees, for programmes and events also, we follow participative management practices. For organising events like Annual Social, Convocation, Seminars and Workshops, committees and sub committees are formed where Teaching, Non teaching staff and Students have representation. During these events these committees and sub committees work independently but having coordination with each other. Gymkhana Managing Committee plays important role in organisation of various events during the academic year. For example – While organizing Sports Day for outdoor sports activity, all GMC members, teaching and non teaching staff assist Sports Department head for Ground Demarcation, maintaining records of sub events.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	In the academic Year 2018-19 college has offered more choice to the students for Course 205 Additional Pedagogy course. The subjects included are Economics (205-10) and Chemistry (205-16). Institution follows the curriculum framework prescribed by NCTE and syllabus prepared by Savitribai Phule Pune University (SPPU). Some of the Faculty members of Adarsha College have representation on Board of Studies and Faculty of education of SPPU.
Teaching and Learning	Introduction of Participative learning methods in course 209 viz. Book Reading and sharing reflections on book reading. Organizing Mock Interview Sessions. A lecture on Life Skills as a part of orientation sessions in Course 209. A statistics workshop was organized for the course 104. In this academic year college has introduced additional models of teaching (ESA model) which is beyond syllabus. Mandatory participation in Internship and conduct of practice teaching lessons for experiential learning.
Examination and Evaluation	College faculty members has developed scoring key for newly introduced course C 205-10 C 205-16 Additional Pedagogy course Economics and Chemistry respectively. Online examination arranged for Course 106 of the first

	year B.Ed. programme.
Research and Development	Teachers are encouraged to undertake research. Minor Research Projects were initiated through Research Centre. The students enrolled for M.Phil. and Ph.D. courses were encouraged to publish research papers. Our teachers participated in various conferences and seminars at Local / University / State / National / International level. In addition to participation seminars and workshops our teachers publish research papers in peer reviewed journals. It is mandatory for students pursuing Second year of B.Ed. programme to prepare a Research Proposal as a part of Course 210 Basics of Research.
Admission of Students	Admissions in the college are only through the CET prescribed by Government of Maharashtra. College strictly follows the Rules and Regulations set by Government of Maharashtra.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	College maintains student database on MS Access. it is useful to retrieve data for various purposes viz Scholarship, eligibility, examination etc
Administration	Salary of the Teaching and Non teaching staff is processed through Government Portal HET Sevarth.Biometric Attendance of Teaching and non teaching staff.
Finance and Accounts	College maintains its accounts using Tally software. Right from recording cash transactions till finalization of balance sheet college utilizes tally software package.Income tax calculations are done using online softwares. All transactions related to salary of employees in Grant-in-Aid section are recorded through HTE Sevarath Pranali Payroll Software.
Student Admission and Support	Entire admission process for first year students is online. Govt of maharashtra has developed a dedicated portal for B.Ed.admissions
Examination	Internal marks submission of the first and second year students on examination portal of affiliating university Attendance report updation for university exam also happens on

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nill	NIL	NIL	NIL	Nill
View File				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
Nill	NIL	NIL	Nill	Nill	Nill	Nill
View File						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Faculty Development Program - E content Development	2	04/02/2019	10/02/2019	7
Faculty Development Program - Research Methodology	3	27/08/2018	02/09/2018	7
Faculty Development Program- Mediating Education Principles and Practices	3	03/09/2018	09/09/2018	7
Refresher Course in Library Science	1	23/08/2018	12/09/2018	21
View File				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nill	Nill	Nill	Nill

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
NIl	NIL	Freeship and Scholarship by Govt

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Adarsha Comprehensive College of Education and Research is a recognized Teacher Education instituye affiliated to Savitriabai Phule Pune University and receiving Grant in aid from Govt o f Maharashtra. Our institution follows all rules and regulations laid down by Govt, university and NCTE from time to time. We conduct Internal audit regularly as a mandatory requirement. Every year institution submits its audited report by 31st July to concerned Regional Joint Director of Education(Higher Education), Pune Region Pune. Regarding Internal Audit, parent body Adarsha Shikshan Mandali has appointed a certified auditor. This auditor carries out audit and submits its queries to the college and parent body. The college works on these queries and makes rectifications. External financial audit is done by Govt of Maharashtra Accountant General Mumbai.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NIL	0	NIL

[View File](#)

6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Internal Marks and Moderation Committee, SPPU.	Yes	College Principal
Administrative	Yes	Government of Maharashtra	Yes	Internal Auditor appointed by Parent institution.

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NIL

6.5.3 – Development programmes for support staff (at least three)

NIL

6.5.4 – Post Accreditation initiative(s) (mention at least three)

Institutional Contribution in quality enhancement of sister institutes, Publication of Theme based magazine, Organizing activities for voter awareness

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	Project for School Students - To develope Self Study Habits	20/07/2018	02/07/2018	10/08/2018	100
2018	Skill Development of School Teachers - E content Development Workshop	20/07/2018	06/10/2018	20/10/2018	30
2019	Skill Development of B.Ed. students - Video Development Workshop	31/10/2018	19/01/2019	19/01/2019	50
2019	Strengthening Democratic Values - Voter Awareness Programme	19/01/2019	26/01/2019	09/02/2019	19
2019	Publication of Theme based Magazine	31/10/2018	30/04/2019	Nill	4
2018	Organization of Life Long Programme	31/10/2018	21/12/2018	18/01/2019	80

2018	Providing more subject choice for second year students	20/07/2018	02/07/2018	15/05/2019	7

View File

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Nil	Nill	Nill	Nill	Nill

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Installing more LED tubes instead of traditional tubelights.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Provision for lift	Yes	Nill
Ramp/Rails	Yes	Nill

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
Nill	Nill	Nill	Nill	Nill	NIL	Nill	Nill

View File

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
NIL	Nill	NIL

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Sadbhavana Day	20/08/2018	20/08/2018	40
Vachan Prerana Diwas	15/10/2018	15/10/2018	35
Marathi Bhasha Din	27/02/2019	27/02/2019	40

View File

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Maintainence of Trees in campus

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1 Title of the Practice: Programme for pre-service teachers for teaching school subjects using 'ESA model' and their teaching competency Objectives of the Practice: 1. To develop a programme for pre-service teachers for teaching school subjects using 'ESA model' and present it in a form of a product (handbook). 2. To implement the programme and take a feedback from the teacher educators and the pre- service teachers regarding the programme. 3. To evaluate the teaching competency of the pre-service teachers in terms of designing the lesson plans and classroom performance using rubrics and compare it with their reflections. The Context: The pre-service teachers after the 2017-2018 academic year, suggested in their feedback that 'Activity related to Experiential learning can be conducted in the college' and that 'Orientation and training regarding additional models of teaching' be organized for the students, which are beyond the prescribed B.Ed. syllabus. Hence, the Principal of the college, Dr. Lalita R. Vartak decided to develop a training programme for the first year B.Ed. students of the academic year 2018-2019 based on the Engage-Study-Activate (ESA) Model of teaching. This model is based on experiential learning. The practice was planned and implemented as a research project, which was also submitted to National Council of Educational Research and Training (NCERT) under 'Innovation in Teacher Education for Pre-service teachers.' The Practice: ? Development of the programme: A programme was developed by the Principal of the college to train 30 pre-service teachers in using the ESA model of teaching during their school lessons. ? Finalization of the programme: Quantitative and qualitative feedback was taken from the experts (who were teacher educators) using the feedback sheet regarding the developed programme. The opinion score was calculated based on the quantitative analysis of the responses given by the experts and the programme was finalized. ? Implementation of the programme: The programme was implemented on the pre-service teachers over the period between December, 2018 to January, 2019. The programme included topic like: Background of the ESA model, Steps for implementation of the ESA model, Guidelines for developing lesson plans based on the ESA model, Sample lesson plan and details about rubrics used in the assessment of the developed lesson plans. ? Taking feedback and analysing the data: Feedback sheets, rubrics and reflection sheet were used to collect the data from the teacher educators and the participating pre-service teachers regarding the programme. ? Writing the report: The report of the entire programme was written and completed by March 2019. Highlights of the Best Practice: ? Suitable for all subjects: The programme included orientation and planning of lessons based on the ESA model of teaching which is very flexible and can be used to teach all school subjects. ? Beneficial for pre-service teachers: The language used during the training programme was opined by the participants as easy and simple to understand. The pre-service teachers found the programme very beneficial as there was a lot of activities involved. There was a good combination of theory and practice. ? Effective use of technology: The programme also trained the pre-service teachers in incorporating technology in the form of PowerPoint Presentations and Microsoft Word documents for preparing worksheets. The participants were also shown how to use multimedia while conducting lessons. ? Sequential presentation of the content: The programme was well planned over the period of two months with proper allocation of time to both the 'knowledge acquisition phase' and the 'skill acquisition phase'. ? Sample lesson plans: The sample lesson plans were very useful for the pre-service teachers to develop their own lesson plans using the ESA model. Evidence of success: ? The feedback obtained from the participating pre-service

teachers and the teacher educators showed that the programme developed for teaching school subjects using 'ESA model' was effective in developing the teaching competency of the pre-service teachers with respect to designing the lesson plans and their classroom performance. ? The participating pre-service teachers also developed lesson plans using the ESA model of teaching for their school lessons. They were able to conduct these lessons in various schools effectively. ? Principal, Dr. Lalita R. Vartak who conducted the training program and submitted the activity as a research project received an award for it from the National Council of Educational Research and Training, New Delhi. Thus, the implementation of the training programme was recognised and appreciated at the National level also. ? In the following year, one of the pre-service teachers who was a participant in the training programme, Ms. Anisha Kotibhaskar a Second-Year student of the 2018-2020 batch, secured the second position winning a trophy, certificate and a cash prize of Rs. 2000/-in the 'Innovative Teaching and Learning Practices Contest' held at MIT ADT University's School of Education and Research in collaboration with Homi Bhabha Centre for Science Education on February 26, 2020. She had planned her lesson using the ESA model of teaching. Similarly, another participant and a Second-Year student of 2018-2020 batch, Ms. Tanaya Gokhale won the third position for 'Excellent Lesson Performance' and cash prize of Rs.500/- in a University Level Competition organized by Pratibha College of Education, Pune. Both these students used the ESA model and won prizes for their lessons at inter college competitions. Hence the training programme was a great success. Best Practice 2 Title of the Practice: Celebrating the philosophy of Nai Talim in education. Objectives of the Practice: ? To orient the pre-service teachers to the background and concept of Nai Talim. ? To expose them to various classroom activities based on Nai Talim. ? To conduct college level activities and give the pre-service teachers a first-hand experience as learners following the principles of Nai Talim. ? To train them in conducting school lessons based on the principles of Nai Talim. ? To give the pre-service teachers an opportunity to interact with former students/Alumi of the college. The Practice:various activities conducted by the college to help the pre-service teachers get a wholesome experience of education based on Nai Talim were as follows: ? Essay writing competition: An essay writing competition was organized in which the pre-service teachers could write essays based on the life and philosophy of Mahatma Gandhi in English, Hindi and Marathi. ? Poster competition: The college conducted a Poster competition where the pre-service teachers could prepare posters based on the thoughts of Mahatma Gandhi. ? Quiz competition: A quiz competition based on the life of Mahatma Gandhi was organized by the college. The pre-service teachers participated in the quiz competition which dealt with the different thoughts of the Mahatma related to education and life. (The list winners of the competition are given in the College Magazine 'Reflections 2018-2019 Page No. 8-9). ? Gandhi Jayanti: Instead of inviting guest lecturers, the college gave opportunity to four of pre-service teachers to share their views on the thoughts and philosophies of Mahatma Gandhi. The celebration and the competitions were organised by the GMC Chairperson, Associate Professor Ulka Amale. ? Skits: The pre-service students enacted skits prepared on the philosophy of Nai Talim, during the co-curricular activity. This was performed by the pre-service teachers in their respective Micro teaching groups. Judges were invited from the schools of the sister concerns and the performances were assessed and evaluated. ? Educational visit: The pre-service teachers were taken to Aga Khan Palace where they were given a tour. The visit gave the pre-service teachers an idea of the main events in the life of Mahatma Gandhi. They also saw different artifacts which depicted the life of the Mahatma and his wife Kasturba Gandhi during their house arrest under the British rule. ? Lecture sessions: Two lecture sessions were conducted by the college. The resource persons were former students or alumni of the college. They were Dr. Gargee Mitra (Deputy Head, Symbiosis Schools Central Directorate) and Dr.

Surendra Herkal (Principal, MAEERs MIT Saint Dnyaneshwar B. Ed. College, Alandi). The resource persons oriented the pre-service teachers regarding the theoretical and practical aspects of Nai Talim. ? College Magazine: The pre-service teachers were encouraged to write different articles on the life and thoughts of Mahatma Gandhi in the college magazine titled 'Reflections 2018-2019'. Highlights of the Best Practice:Theorical knowledge Practical application Learning by doing Comprehensive: Alumni involvement: Inspired creativity: Evidence of success: ? College MagazineViews of the judges Lessons conducted by students

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://asm.ac.in/wp-content/uploads/2021/03/2018-19-BestPractices-ACCER.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

A unique feature of our college is to try and do something different every year keeping in mind its vision and its mission. For doing something innovative and experimenting with new ideas we all had a brainstorming session. This lead us to the concept of implementing 'Theme based activities' as a distinctive feature for this year. This year we were celebrating the 150th birth anniversary of Mahatma Gandhi- The father of the nation. We unanimously decided that we will plan and organize various activities during the year based on this theme which will help our students to not only showcase their talents but also develop in them a feeling of patriotism and national pride. This would definitely help them move towards excellence and commitment while executing their duties. Based on the theme we organized a number of programmes based on the thoughts and philosophy of Mahatma Gandhi. We organized essay writing competition, slogan writing competition which helped to develop their writing and creative skills. We also conducted a quiz competition to help them understand their own general knowledge related to the theme. The educational visit was an outdoor activity to help them subtly understand the various social issues and become more empathetic and respectful towards each other. The principal idea is to impart the whole education of the body, mind and soul through the handicraft that is taught to the children. – Mahatma Gandhi The skit presentation activity helped to harness in them the ability of writing small skits based on the theme 'Nai Talim" and make them realize how to work in co-operation and collaboration for a successful presentation. Further we involved our alumni to interact with our students by organizing their lectures on the theme – Nai Talim- concept and application in the classroom. Last but not the least was to have a special issue of our magazine titled 'Reflections – On the thoughts of the Mahatma' which helped our staff students as well as the alumni to pen their views on the different facets and roles of Mahatma Gandhi in shaping India.

Provide the weblink of the institution

https://asm.ac.in/wp-content/uploads/2021/03/7.3.1-InstiDistinctive-AQAR-2018-19-ACCER.pdf

8.Future Plans of Actions for Next Academic Year

For the academic year 2019-20, institution proposes to contribute in quality enhancement of sister institutes (schools run by ASM management). A program will be implemented for the benefit of school students and teachers separately. Adarsha college recognizes the importance of policy matters and has plans to involve stakeholders including students in the discussion related to policy matters. College will plan discussion related to proposed New Education Policy.

It will be discussed as a part of activities in the courses placed under the category of 'Enhancing Professional capacities'. College plans to organize the programme / workshop in joint collaboration with affiliating university department / board. E content is another area where college will contribute. College will motivate students and teaching staff for e content development and use of ICT tools. The activity of publishing theme based magazine will continue in the next academic year. College will plan activities to inculcate democratic values among students.

Yearly Status Report - 2019-2020

Part A	
Data of the Institution	
1. Name of the Institution	**ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH**
Name of the head of the Institution	**DR.MRS.LALITA RAJENDRA VARTAK**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**02025433084**
Mobile no.	**9326415772**
Registered Email	**adarshacollegepune@gmail.com**
Alternate Email	**accer@asm.ac.in**
Address	**47/17, Erandawane, Near Nal Stop, Karve Road, Opposite Maharishi Karve Telephone Exchange**
City/Town	**PUNE**
State/UT	**Maharashtra**

Pincode	**411004**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**state**
Name of the IQAC co-ordinator/Director	**DR. PARASAD NARSINHA JOSHI**
Phone no/Alternate Phone no.	**02024321456**
Mobile no.	**7276017117**
Registered Email	**pnj1968@hotmail.co.in**
Alternate Email	**1968jpn@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://asm.ac.in/wp-content/uploads/2021/03/AQAR-2018-19-Submitted-17032021.pdf

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	https://asm.ac.in/wp-content/uploads/2021/03/A4-Acadmic-calender-2019-20-ACCER.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
2	**B**	**2.70**	**2013**	**05-Jan-2013**	**04-Jan-2018**

6. Date of Establishment of IQAC	**15-Jun-2004**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Organization of workshop in Collaboration with university department	20-Jan-2020 2	65
e Resources - College magazine in Audio form	30-Oct-2020 1	241
Publication of Theme based magazine	24-Oct-2020 1	175
E content Development for Student Teachers	11-Jun-2020 3	41
Inculcation of Democratic Values among students	26-Jan-2020 14	50
Workshop for school teachers	09-Nov-2019 1	50
Remedial Teaching for School Students	28-Jul-2019 20	15
View File		

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Adarsha Comprehensive College of Education and Research Pune	Minor Research Project	UGC	2017 731	19756
Adarsha Comprehensive College of Education and Research Pune	Minor Research Project	UGC	2017 731	29460
Adarsha Comprehensive College of Education and Research Pune	Life Long Learning and Extension Programme	Dept of Life Long Learning and Extension, SPPU	2019 210	10000
Adarsha Comprehensive College of Education and Research Pune	Dr. B.R.Jaykar Lecture Seires	Board of Extra Mural Studies, SPPU	2020 3	3000
View File				

9. Whether composition of IQAC as per latest NAAC guidelines:	Yes

Upload latest notification of formation of IQAC	[View File](#)
10. Number of IQAC meetings held during the year :	**4**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	[View File](#)
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Implemented Remedial Teaching Programme for School Students Organization of Workshop for school teachers Formative Assessment Tools Inculcation of Democratic Values among school students Observence of Democracy Fortnight Organization of e content development workshop for B.Ed. students Created college magazine in Audio form

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
E content	**Organized workshop for B.Ed. student teachers**
To organize workshop in collaboration with university department	**Organized a workshop on the themes Leraning Disabilties and Differentiated instructions**
To publish theme based magazine	**Published Theme based magazine on the theme Travel and Tourism**
To organize activities to inculcate democratic values among students	**Organized various activities for inculcation of democratic values among school students - observance of Democracy fortnight**
To organize workshop for school teachers	**Organized workshop for AVEMPS teachers on formative assessment tools and differentiated instructions**
To implement a programme for school students	**Organized Remedial Teaching Programme for AVEMPS school students**
[View File](#)	

14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
IQAC	10-Jul-2020

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No

16. Whether institutional data submitted to AISHE:	Yes

Year of Submission	2020

Date of Submission	13-Jan-2020

17. Does the Institution have Management Information System ?	Yes

If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	Our college has partial Management Information System. College maintains processing of daily financial transactions using Tally Software. Tally is also used for bank reconciliation statement and financial report generation. As institution is receiving grant in aid from Government,we use HTE Sevaarth software for processing salary online. Salary sheet for Teaching and Non teaching staff is prepared using HTE Sevarth software. We maintain student data using MS Access. It is used for retrieval of student related data. Scholarship is processed using MAHA DBT facility. Calculation of tax based on salary is done using online tools. Library transactions are done using software. Bio metric attendance system is installed in the office for recording attendance of teaching, non teaching staff and for students also.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

At the commencement of every year a staff meeting is organized. Here the staff

members share their experiences and observations regarding curriculum delivery during the previous year. Further they also give their suggestions for the current year. Accordingly following is done for a well-planned curriculum delivery and its documentation: - Planning by staff: - 1. Staff members are assigned various theory courses – both core courses and specialized courses for both the years. 2. They prepare a course outline mentioning the teaching hours, learning hours and the assessment procedure. 3. They plan the details regarding practical work related to the course and design new scoring keys if necessary. 4. In-charge staff members are decided for the practical courses namely practicing for constructivist teaching and enhancing professional capacities for both the years. The staff members plan the outline for the courses, the requirements for the courses and the tentative schedule for the courses. 5. A tentative time plan to be followed during the year is proposed after deliberation and discussion by all the staff members. Orientation to students: - 1. At the beginning of the year the students are given General orientation of the entire B.Ed. programme by a senior staff member. The students are given a detailed explanation of the syllabus, the nature of the various activities to be conducted and the assessment procedures to be followed. 2. This orientation is followed by a detailed orientation by every in-charge staff member about each of the courses. Commencement/Implementation of the sessions: - 1. After these orientation sessions the actual commencement of the session begins when weekly timetables are displayed to the students. 2. Precaution is taken to follow the decided time line. Review meetings: - 1. During the entire year review meetings are conducted as and when required to take a feedback on the actual conduct of the sessions, issues faced in implementing and modifications to be made if necessary. 2. These meetings also focus on designing and sharing the detailed timetable regarding the practical courses. 3. It also helps to analyze if the planned time line is being followed or not. Yearend meetings: - 1. The year-end meetings are the time when all the staff reflects on the year that passed by, the 'Aha' moments in it, the 'Dull' moments in it and also the time when there were lot of difficulties faced by them. 2. This is the time to thank all the staff members for their co-operation in successful implementation of the courses. 3. The staff members give a detailed written report regarding the course, department and activities they have planned and conducted during the year. This is useful in planning for the next academic year. Benjamin Franklin says "By failing to prepare, you are preparing to fail." Planning and implementation and re-planning is an important cycle in the learning and progression of any work. This is what we try to do at our institution.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	Skill Development
NIL	NIL	Nil	0	NIL	NIL

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
MCom	Nill	23/09/2019
BCom	Nill	23/09/2019
MA	Nill	23/09/2019
BA	Nill	23/09/2019
BEd	Course 205- Additional Pedagogy Course - Political Science	01/07/2019

View File

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	Nill	Nill

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	Nil	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
NIL	Nill	Nill
No file uploaded.		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Practice Teaching	175
BEd	Internship	175
View File		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Nill
Alumni	Nill
Parents	Nill

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

The college does have a formal system to collect feedback from stakeholders regarding the curriculum. The Responsibility to collect the feedback is assigned to a teaching staff member, who is in charge of the 'Feedback Department'. A Proforma for feedback was prepared and modified after receiving suggestions from teaching staff. The Principal of the college reviewed the draft and it was finalized. In the academic year 2019-20, the concerned department in charge collected students' and Teachers feedback in offline mode. The Feedback form for the students consisting of both close ended and open-ended items. The Entire exercise of collecting the feedback from the students was done using Google forms in online mode. The collected responses were analysed by the concerned department. Then the analysis of the responses was discussed in the staff meetings and IQAC also. Apart from programme feedback, course in charge for the courses 208, 209 and 212 collected course feedback from the students. The feedback obtained from the students and teachers was

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
MCom	Nill	Nill	51	51
BCom	Nill	Nill	11	11
MA	Nill	Nill	27	27
BA	Nill	Nill	9	9
PhD or DPhil	Education	23	37	13
MPhil	Education	11	14	2
BEd	Nill	100	80	77
View File				

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	175	Nill	10	Nill	Nill

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
10	10	3	4	Nill	Nill
View File of ICT Tools and resources					
No file uploaded.					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

"Mentoring is a brain to pick, an ear to listen and a push in the right direction" – John Crosby Mentoring is a process which involves motivation, support, advising, goal setting, coaching, training and giving direction. It involves three steps: - Identify, Support and Act. In the first stage it is getting to know the student, his/her background, experience, strength and weaknesses, likes and dislikes, etc. The second step involves supporting the student whenever and wherever necessary. The third step is to make the student actually take decisions. This is necessary to build confidence to tackle the problems and to see that he/she proceeds on the right track. Mentoring can be personal as well as academic, formal as well as informal. In teacher education programmes mentoring is done by the Principal, the teacher educator as well as the school teacher. Student Introduction: - A unique feature of the college is that each and every student is made to introduce himself/herself during the induction programme. This helps to understand his background, experiences, strengths, likes, dislikes, etc. It also is the first step in building confidence in the student. (Identify step) Role of teaching staff, Principal and school teachers: - The teaching staff has an important role to play in the mentoring process. Each staff member is assigned around 10-12 students for the year. These are called as micro teaching groups. Since they are

working together and in daily contact it helps to develop a feeling of mutual trust and respect between them. The in-charge staff member guides the students in personal as well as academic aspects formally as well as informally. This mentoring can be right from grooming them in their attire, poise, language, diction, teaching performance, writing of assignments etc. essential in their academic performance as well as in balancing the demands of the course and their personal commitments. The Principal has informal talks with the students which acts as a great support in motivating them. Sometimes the Principal also conducts formal sessions and advises them to set their goals, and proceed in the appropriate direction. (Support step) Student performance: - The academic mentoring given by the staff member helps the students to improve his/her teaching performance. This becomes evident as the classroom lessons progress and student gradually move towards internship. The students participate in various activities in the college which helps them to realize themselves. (Act step) The process as explained above which is followed in the college is useful to the students and is evident from their achievements as well as through their feedback.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
175	10	1:18

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
16	10	6	Nill	9

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	Dr. Mrs.Lalita Vartak	Principal	National Award for Innovative Practices and Experiments in Education
2020	Dr. Mrs. Rajeshree Jaybhaye	Associate Professor	Award for Excellence in Social Work
2019	Dr. Mrs. Sunanda Roy	Assistant Professor	Teacher par excellence Award
View File			

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	Nill	First	19/10/2020	24/11/2020
BEd	Nill	Second	24/10/2020	24/11/2020
View File				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

All of us will agree that evaluation plays a very important role in the progress of the students. The institution follows the guidelines given by the University regarding internal assessment. Hence for the theory courses three activities are conducted for internal assessment. As per the university guidelines we have to conduct one internal examination and one practical work given under each theory course as compulsory assessment. For the third assessment each staff member selects from the options given in the syllabus like tutorials, seminars, group discussion, etc. For the practical courses we are free to design our scoring keys. It is said that "assessments should compare the performance of a student to a set of expectations, not with the performance of other students." At our institution we try to follow this principle. We design scoring keys for the assessment of our students. These consist of the criteria to be assessed and the weightage given to each criteria. For some courses we have also designed the rubrics for facilitating objective assessment. We also give qualitative remarks so that students are able to work on them and improve themselves. For the first year students our college conducts the Online Examination using web based software with the assistance provided by the Computer Department of our parent institution for the course 106. This is the unique feature of the college. Ours is the only B.Ed. college under the University of Pune which conducts online examination as a part of the compulsory internal assessment. In the academic Year 2019-20 college has introduced a new method for assessment. Introduced oral method of assessment through performance in a activity of Group Discussion under the course 209 Understanding Self.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Unity is strength. When there is team work and collaboration, wonderful things can be achieved. –Mattie Stepanek. The academic calendar is prepared by the entire team of the institution through co-operation and collaboration. The terms for the academic year and the list of holidays for the affiliated colleges are decided by the University. The list of holidays is also given by the State govt. A lot of activities especially practice lessons and internship are to be planned considering the terms given for the schools. Considering all these aspects, experiences of the staff members, feedback received from the students of the previous years all are taken into consideration while preparing the academic calendar. All the regular curricular and co-curricular activities of the institution, the activities to be organized in collaboration with other institutions, the programmes as prescribed by the govt. from time to time, the lectures for the theory courses, the internal assessment and the internal examination, all are planned together by the staff members in consultation with each other. Care is taken to ensure that the assessments are distributed throughout the year. Generally, a schedule is planned for the entire term and a detailed planning for each month is done during the review meetings. The internal examination is planned taking into account the dates and the nature of the question paper of the final examination as given by University.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://asm.ac.in/wp-content/uploads/2021/04/2.6.1-PLO-CLO-2019-20-ACCER.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year	Number of students passed in final year examination	Pass Percentage

Nill	BEd	Nill	examination 93	91	97.85

View File

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://asm.ac.in/wp-content/uploads/2021/03/2.7.1-Student-Satisfaction-Survey-2019-2020.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Minor Projects	731	UGC	1	0.19
Minor Projects	731	UGC	0.85	0.29

View File

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
NIL	NIL	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Innovative Practices and Experiments in Education	Dr. Mrs. Lalita Vartak	National Council of Educational Research and Training	02/08/2019	National Award

View File

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nill

No file uploaded.

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded

Research Center, Adarsha Comprehensive College of Education and Research Pune	2

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
Nill	NIL	Nill	Nill

View File

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Adarsha Comprehensive College of Education and Research Pune	Nill

View File

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NIL	NIL	NIL	Nill	Nill	NIL	Nill

No file uploaded.

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	Nill	Nill	Nill	Nill

No file uploaded.

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	1	1	1	2
Presented papers	2	1	2	Nill
Resource persons	Nill	Nill	1	Nill

View File

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities

NIL	NIL	Nill	Nill

No file uploaded.

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	Nill

No file uploaded.

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
NIL	NIL	NIL	Nill	Nill

No file uploaded.

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
NIL	0	NIL	0

No file uploaded.

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NIL	NIL	NIL	Nill	Nill	Nill

No file uploaded.

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	Nill	NIL	Nill

No file uploaded.

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
0	0

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing
Campus Area	Existing

[View File](#)

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Libworld	Partially	1	2016

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	8063	465831	234	78405	8297	544236
Journals	7	3500	Nill	Nill	7	3500

[View File](#)

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr.Mrs.Lalita Vartak	Development of Higher Education	ARPIT-SWAYAM	01/09/2019

[View File](#)

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	8	20	1	1	1	1	0	50	0
Added	1	0	0	0	0	0	0	0	0
Total	9	20	1	1	1	1	0	50	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

50 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
No Data Entered/Not Applicable !!!	

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
50000	19883	150000	456383

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

As a policy budgetary provision is made in the annual budget for purchase and maintenance of the various facilities like computers, books, sports equipment, lab equipment, etc. But a decentralized procedure is followed to facilitate better working and convenience of the students and the staff who are going to use it. Laboratory: - Policy: - One staff member is the in-charge for the Science laboratory. He/ She looks after the requirements for the year. Accordingly, the order is placed. The staff member also maintains the detailed register of these details. At the end of every year entries are made of any material broken or expired, etc. in the register. Procedure: - Along with the in-charge staff member one peon is assigned the duty of for issuing of the material specific during the stipulated time every day. One representative of student is also selected who assists the in-charge staff member in the work. Library: - Policy: - There is a full time qualified and dedicated librarian in the college. He is in-charge of looking after the day to day working of the library. There is a library committee which decides regarding the purchase of books, activities to be conducted by the library, extension programs to be organized by the library, etc. The soft copy of the dead stock register is maintained in the library. The annual report of the department is taken at the end of the year. Procedure: - The committee meets at least twice a year to make a detailed plan and sanction for the various activities, purchase of books, etc. Review of the various programs and activities is taken and based on this feedback the further plan of action is proposed. Sports equipment: - Policy: - One staff member is the in-charge for the Science laboratory. He/ She looks after the equipment. Procedure: - once the dates of sports day are finalized during the staff meeting the detailed planning is made by the in charge Computers: - Policy: - The maintenance of the computer lab is done by the Computer Division of the Adarsha Shikshan Mandali, centrally. There is also a staff member of the college who is the in-charge and a non-teaching staff member who assists him. Procedure: - The annual maintenance contract is made by the parent body. In case of any big purchase requirements the matter is placed by the in-charge staff member before the Principal. It is then placed before the College Committee for their sanction. In case of any minor equipment purchase the in-charge staff member and the Principal take the decision. Dead stock register is maintained by the office. Classrooms: - Policy: - The Head Clerk and the Office Assistant of the college look after the department. They are in-charge for the cleanliness of the premises. There is also separate arrangement for cleaning of toilets and bathroom. Procedure: - All the peons in the college are responsible for maintaining the cleanliness in the college premises.

https://asm.ac.in/wp-content/uploads/2021/03/4.4.2-MaintainancePolicy-AQAR-2019-20-ACCER.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nill	Nill	Nill
Financial Support from Other Sources			
a) National	GOI Scholarship Freeship and EBC Scholarship	60	573246
b)International	Nill	Nill	Nill
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Mentoring	01/07/2019	175	Teaching Staff of the college. Micro Group Incharge
Yoga and Meditation (Under Course 112))	24/02/2020	77	College Faculty and Invited Resource Person
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
Nill	NIL	Nill	Nill	Nill	Nill
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nill	Nill	Nill

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed

AVEMPS	20	2	Jnana Prabodhini, Akanksha Foundation Schools Pune	12	4

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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2020	4	Bachelor of Education	Adarsha Comprehensive College of Education and Research Pune	M.C.E. Societys Azam College of Education	Master of Education
2020	2	Bachelor of Education	Adarsha Comprehensive College of Education and Research Pune	S.P.Mandali's Tilak College of Education Pune	Master of Education
2020	1	Bachelor of Education	Adarsha Comprehensive College of Education and Research Pune	Department of Education and Extension, SPPU	Master of Education
2020	1	Bachelor of Education	Adarsha Comprehensive College of Education and Research Pune	B.B.Mahato Koyalanchal University, Dhanbad	Master of Science

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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Any Other	4

View File

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Fancy Dress Competition	Institutional	14
Singing Competition	Institutional	15
Rangoli Competition	Institutional	23
Cultural Festival - Versitilia	Institutional	10

Poster Competition	Institutional	10
Poetry Recitation	Institutional	36
Essay Competition - Democracy Fortnight	Institutional	8
Quiz Competition - Sardar Patel Birth Anniversary	Institutional	25
Essay Competition - National Voters Day	Institutional	6
Voters Awareness Quiz	Institutional	50
View File		

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nill	NIL	Nill	Nill	Nill	Nill	NIL
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The role of student council in a teacher education institution is very different. It is not merely to involve them in assisting in planning, organizing and implementing the activities in the college but to train and educate them in planning, organizing and implementing activities in a systematic way so that they are able to perform effectively and work efficiently when they join the teaching profession. It is simply helping them to 'Learn by doing'. It helps them to realize their own strengths and foster creativity in doing different tasks. 'The essence of education is to discover one's uniqueness, and teach how to use it.' Formation of the Student Council: - The college has a unique way of involving the students in the different activities of the college. The students work in their micro groups. One student from each group is selected by the group in-charge and the other students to represent their group. These students are then interviewed by the Principal and the staff members and after discussion each student is assigned one department of the college. The student is responsible for assisting the in-charge staff member for the smooth functioning and conduct of the activities to be organized by the college during the year. For the Academic Year 2019-20 following were the members of the Student Council: - Mahesh Yede (General Secretary), Madhvi Daptardar and Tanaya Gokhale (Class Representatives for Second Year B.Ed.), Anjukumari Sharma (Class Representative for First Year B.Ed.), Poonam Binnar (Ladies Representative), Sandhya Mane (Cultural Representative), Nabin Kumar Roy (Sports Representative), Samadhan Mete (Laboratory Representative), Archana Sinha (Magazine Representative), Jayshri Kumari Gajre (Social Service Representative), Kadambari Karpe (Library Representative) Functioning of the Student Council: - The in-charge staff member and the student representative work together while planning and conducting the different activities of the college. It is useful to communicate with the students through these representatives and establish a bond with them. Member of IQAC: - One student is also the member of the IQAC of the college. This is beneficial for getting ground level feedback and accordingly developing the plan of action of the

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

Alumni was involved for Teaching Hindi Method as Visiting Faculty. Alumni contributed in writing articles in college magazine.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Our institution follows process of Decentralization and participative management. Decentralization of Course curricular transaction: At the beginning of the academic year Course and department responsibilities are decided and distributed among staff members. According to decentralization each staff member plans own strategy for course delivery and begins course of action by preparing Course Outlines. In view of the decentralization, coordination among staff members happens through regular staff meetings. Apart from various courses, responsibilities of various departments is also assigned to staff members. Participative Management – Stakeholders have representation on various committees viz Internal Quality Assurance Cell (IQAC), College Committee, Local Managing Committee (LMC). Teaching, Non Teaching staff members have representation on College Committee and Local Managing Committee. Students have representation on IQAC, Students Council and other committees. Apart from statutory committees, for programmes and events also, we follow participative management practices. For organising events like Annual Social, Convocation, Seminars and Workshops, committees and sub committees are formed where Teaching, Non teaching staff and Students have representation. During these events these committees and sub committees work independently but having coordination with each other. Gymkhana Managing Committee plays important role in organisation of various events during the academic year. For example – While organizing Sports Day for outdoor sports activity, all GMC members, teaching and non teaching staff assist Sports Department head for Ground Demarcation, maintaining records of sub events.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	Admissions in the college are only through the CET prescribed by

	Government of Maharashtra. College strictly follows the Rules and Regulations set by Government of Maharashtra.
Research and Development	Teachers are encouraged to undertake research. Minor Research Projects were initiated through Research Centre. The students enrolled for M.Phil. and Ph.D. courses were encouraged to publish research papers. Our teachers participated in various conferences and seminars at Local / University / State / National / International level. In addition to participation seminars and workshops our teachers publish research papers in peer reviewed journals. It is mandatory for students pursuing Second year of B.Ed. programme to prepare a Research Proposal as a part of Course 210 Basics of Research.
Examination and Evaluation	College faculty members has developed scoring key for newly introduced course 'BED 205- 23' Additional Pedagogy course Political Science . Online examination arranged for Course 106 of the first year B.Ed. programme. Introducing an oral method of assessment for an activity in a course BED 209.
Teaching and Learning	Introduction of Participative learning methods in course 209 viz. Group Discussion, Presentation. A lecture on Life Skills as a part of orientation sessions in Course 209. In this academic year college has continued with teaching of additional models of teaching (ESA model) which is beyond syllabus. Mandatory participation in Internship and conduct of practice teaching lessons for experiential learning.
Curriculum Development	In the academic Year 2019-20 college has offered one more choice to the students for Course 205 Additional Pedagogy course. The subjects included is Political Science (BED 205- 23). Institution follows the curriculum framework prescribed by NCTE and syllabus prepared by Savitribai Phule Pune University (SPPU). Some of the Faculty members of Adarsha College have representation on Board of Studies and Faculty of education of SPPU.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details

Planning and Development	**College maintains student database on MS Access. it is useful to retrieve data for various purposes viz Scholarship, eligibility, examination etc**
Administration	**Salary of the Teaching and Non teaching staff is processed through Government Portal 'HTE Sevaarth.' Bio metric attendance of teaching and non teaching staff and students also.**
Finance and Accounts	**College maintains its accounts using Tally software. Right from recording cash transactions till finalization of balance sheet college utilizes tally software package.Income tax calculations are done using online softwares. All transactions related to salary of employees in Grant-in-Aid section are recorded through THE Sevarath Pranali Payroll Software.**
Student Admission and Support	**Entire admission process for first year students is online. Govt of maharashtra has developed a dedicated portal for B.Ed.admissions**
Examination	**Internal marks submission of the first and second year students on examination portal of affiliating university. Individual teachers enters marks obtained in Internal evaluation of students on affiliating university exam portal (BCUD online)from individual log in. Attendance report updation for university exam also happens on university examination portal.**

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nill	**NIL**	**NIL**	**NIL**	**Nill**
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Faculty Development Programme - Train the Trainers	1	17/02/2020	26/02/2020	10
Faculty Development Programme - Yoga Awareness	1	15/06/2020	19/06/2020	5
Faculty Development Programme - E content Development in teaching	1	04/06/2020	10/06/2020	7
Faculty Development Programme - E content Development for teachers	2	01/06/2020	05/06/2020	5
Faculty Development Programme- Empowerment through Digital Technology	1	18/05/2020	30/05/2020	12
Faculty Development Programme	2	10/02/2020	15/02/2020	6
View File				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nill	Nill	Nill	Nill

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
NIL	NIL	NIL

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Adarsha Comprehensive College of Education and Research is a recognized Teacher Education instituye affiliated to Savitriabai Phule Pune University and receiving Grant in aid from Govt o f Maharashtra. Our institution follows all rules and regulations laid down by Govt, university and NCTE from time to time. We conduct Internal audit regularly as a mandatory requirement. Every year institution submits its audited report by 31st July to concerned Regional Joint Director of Education(Higher Education), Pune Region Pune. Regarding Internal Audit, parent body Adarsha Shikshan Mandali has appointed a certified auditor. This auditor carries out audit and submits its queries to the college and parent body. The college works on these queries and makes rectifications. External financial audit is done by Govt of Maharashtra Accountant General Mumbai.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Adarsha Shikshan Mandali	25000	Purchase of Laptop

View File

6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nill	Yes	College Principal
Administrative	Yes	Government of Maharashtra	Yes	Internal Auditor appointed by Parent institution

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NIL

6.5.3 – Development programmes for support staff (at least three)

NIL

6.5.4 – Post Accreditation initiative(s) (mention at least three)

Contributing in Quality Enhancement of Sister School (Schools run by Adarsha Shikshan Mandali) Organization of workshop in collaboration with University Department Inculcation of Democratic Values among Student teachers through activities

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No

	d)NBA or any other quality audit		No		

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Remedial Teaching for School Students	20/07/2019	29/07/2019	23/08/2019	5
2019	Workshop for School Teachers - Formative assessment Tools	20/09/2019	09/11/2019	09/11/2019	50
2020	Inculcation of Democratic Values among Student Teachers	12/12/2019	26/01/2020	10/02/2020	50
2020	E content Development workshop for Student Teachers	11/03/2020	11/06/2020	13/06/2020	41
2020	Publication of Theme based Magazine	Nill	24/10/2020	Nill	6
2020	E Resources - Creation of College Magazine in Audio form	Nill	30/10/2020	Nill	241
	View File				

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
NIL	Nill	Nill	Nill	Nill

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
No Data Entered/Not Applicable !!!

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Provision for lift	Yes	1
Ramp/Rails	Yes	1

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
Nill	Nill	Nill	Nill	Nill	NIL	Nill	Nill

No file uploaded.

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
NIL	Nill	NIL

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Sadbhavana Day	20/08/2019	20/08/2019	50
Marathi Bhasha Din	27/02/2020	27/02/2020	65

View File

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Maintainence of trees on campus

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1: Title of the Practice: Research assistance to Dr. Kalmadi Shamarao High School Secondary Section (KHS) Objectives of the Practice: ? To develop a collaborative relationship with schools by assisting them in their research endeavours. ? To provide assessment tools to schools for assessing the projects done by school students. ? To expose the pre-service teachers and make them aware regarding different assessment tools and techniques. ? To give an opportunity to pre-service teachers to work in pairs and use different types of assessment tools. The Context: Collaboration between Teacher training institutions and schools bridge the gap created between theory and practice. The content that pre-service teachers learn in their academics can be made more pragmatic by involving them in school activities that implement theories learnt in classrooms. Such collaborations also benefit the schools as they get assistance in research and teacher education from the teacher training college staff. The Practice: ? Background: The Dr. Kalmadi Shamarao High School Secondary Section had designed a 'Holiday Reading Kit' program designed for grade 5 school students. The Kit consisted of six activities planned for each week. So, the whole programme was to be completed by the school students in six weeks during the summer vacation. Most of the activities had three exercises, two of them having two exercises each and one having four exercises. Hence

there were a total of seventeen exercises. ? Collaboration: The school wanted to assess the effectiveness of the program and approached research expert, Dr. Lalita R. Vartak the Principal of Adarsha Comprehensive College of Education and Research (ACCER) for guidance and assistance. Dr. Vartak along with Assistant Professors Gauri Varade and Dr. Sunanda Roy developed a total of seventeen rubrics for assessing the activities given in the 'Holiday Reading Kit' programme. ? Planning: Asst. Prof. Gauri Varade coordinated with the Principal of the secondary school, Ms. Pallavi Naik and a schedule was prepared for the pre-service teachers to help out assessing more than 100 projects done by the school students. ? Assessment of the projects: A total of 20 pre-service teachers visited the school on March 5 and March 9, 2020 to assess the projects. They were accompanied by Dr. Sunanda Roy, Assistant Professor of ACCER. The pre-service teachers got an opportunity to use the rubrics developed by the Teacher Educators and also got exposure to different types of reading assessment tools and techniques developed by the school teachers. ? Highlights of the Best Practice: ? Collaborative work: ? Learning by doing: ? Encouraged Creativity: ? Developed questioning skill: ? Pair work: Evidence of success: ? Email from the School Principal: Ms. Pallavi Naik, Principal of Dr. Kalmadi Shamarao High School Secondary Section expressed her gratitude in an email to Dr. Lalita R. Vartak. In the email she appreciated the 'efforts taken by the faculty…and the hard work of the pre-service teachers in assessing more than 100 projects.' Naik Madam was also thankful for the rubrics prepared by the college Principal and the concerned staff members, which made the assessment systematic. (Ctrl Click the link – the copy of the email) ? Report of the pre-service teachers: The pre-service teachers too benefitted from the activity. (Ctrl Click the link for - A report written by one of the participating pre-service teachers regarding the activity and its benefits have be attached below) Problems encountered: ? No specific problems were encountered as the school cooperated with the college in coordinating the visit of the pre-service teachers to complete the assessment activity. Resources required: ? The 'Holiday Reading Kit' programme (6 activities) developed by the school and implemented on more than hundred, grade 5 school students. ? Seventeen Rubrics developed by the College Principal and the concerned staff members. ? Scoring keys for entering the marks obtained by the students for their projects. Best Practice 2 Title of the Practice: Formative Assessment Tools for School Students – A Teacher Training Workshop Objectives of the Practice: ? To make the secondary school teachers aware regarding the different ways in which formative assessment can be conducted. ? To equip the teachers to select assessment tools that will be suitable for their subjects and also enjoyable for students to use. ? To enable the secondary school teachers to prepare their own assessment tools using everyday objects. The Context: In the past the schools which are the sister concerns of the college have appreciated the different workshops conducted by the college for their school teachers. The schools have also expressed their keen interest in attending future workshops conducted by the college staff. In keeping with their wishes, a workshop was conducted for Abhinava Vidyalya English Medium Primary School on 'Formative Assessment Tools for School Students – A Teacher Training Workshop'. The workshop was organised in collaboration between the Principal of the college and the school's Principal. Assessment often causes a sense of anxiety in students. This workshop was planned to help teachers realise that assessment can be fun for students also. The Practice: ? The workshop was conducted in the premises of Abhinava Vidyalaya English Medium Primary school on November 9, 2019. All the primary teachers of the school including the singing, art and craft teachers participated in the workshop. ? The resource persons used the co-teaching technique to conduct the workshop. It began with the resource persons discussing the concept of assessment, its types and mainly formative assessment. ? Different types of assessment tools were chosen for the workshop, which were made from: wooden clips, paper cups, paper folding, Velcro strips,

ice-cream sticks, Pocket chart and lap books. Hence the tools were made from everyday objects. ? The resource persons explained each of the assessment tools. Actual samples made by the resource persons of each assessment tool. These were also shown to the teachers. ? Details regarding how the tools could be made were demonstrated and explained. Further examples from the school text books of lessons, from different school subjects, where each of these tools could be used were shown on PowerPoint Presentation. ? Videos of the variety of ways a single assessment tool could be used for different school subjects were also shown to the school teachers. They were later shared with the school teachers via WhatsApp. ? Teachers were asked to give examples of how they could use these assessment tools to assess their students according to their subjects and content. Teachers explained how they could collaborate with each other especially with the art and craft teachers to prepare the tools. They suggested that students could also prepare these tools for self-assessment or peer assessment. ? The workshop was appreciated and ended with Principal of the school proposing a vote of thanks with words of encouragement for the teachers to use the assessment tools demonstrated during the teacher training workshop Highlights of the Best Practice: ? Activity based: The workshop was activity based as the resource persons kept the participants active using various games and demonstrations. ? Flexible tools: The formative assessment tools were also useful to cater to different types of learners, different school subjects and content. ? Simple to prepare: The preparation of the selected tools was demonstrated. Hence, the participants found them simple to prepare. ? Easily available: Everyday objects that are easily available were used to prepare the assessment tools. ? Encouraged creativity: Some teachers also came up with variations of the tools that were shown during the workshop. Thus, it encouraged creativity among the participants. ? Encouraged collaboration: The subject teachers came up with examples where they could collaborate with other subject teachers. For example, a common pocket chart could be used by different subject teachers. All they needed to do was make flash cards of their subjects that could fit into the same pocket chart. They also could collaborate with the art and craft teachers to prepare the assessment tools. Evidence of success: ? Interviews taken from the participants revealed that they enjoyed the workshop. It gave them impetus to start thinking of creating assessment tools using everyday objects. They also showed interest in attending future teacher training workshops conducted by the college. ? Email from one of the participants of the workshop, Ms. Shilpa Purohit highlights that the objectives of the workshop were met. The copy of the email has been attached at the end of this report. Problems encountered: ? Initially the teachers of higher standards were not very open to using games and puzzles as assessment tools. However, as the workshop progressed, they too realised the utility of the tools and actively shared their ideas regarding using the formative tools of assessment. Resources required: ? Stationary to prepare the formative assessment tools: Chart paper, paper cups, wooden clips, Velcro strips, glue, scissors, sketch pens, cardboard, transparent plastic sheets. ? PowerPoint Presentation ? Laptop ? LCD Projector ? Hall for conducting the workshop.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
https://asm.ac.in/wp-content/uploads/2021/03/7.2.1-Best-Practices-2019-20.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

This year the college decided to focus on two of the dimensions in its vision – Research and Extension by involving the students. The purpose of extension is to change attitudes and practices of the people with whom the work is done.

Extension education as an applied science consisting of content derived from research, accumulated field experiences and relevant principles drawn from the theory. It is a science of developing capability of the people for sustainable improvement in their quality of life. The main aim of extension is to bring about desirable changes in human behaviour by means of education. Changes may be brought about in their knowledge, skill, attitude, understanding, goals, action and confidence. Keeping this as our focus we decided on implementing a program for our students focusing on the two principles research and extension during internship. It was to help them appreciate the application of the theory they had been taught in actual practice. The main aim of this program was to help our students realize that besides teaching they had other roles to play in the school- a researcher and a service giver. It was also an effort to make the internship programme more meaningful and purposeful so that students themselves would be equipped to identify their own problems and make efforts to resolve them through action research. Thus, a 'Remedial Teaching programme' was planned in collaboration between the college and one of the schools in which the students went for internship. The programme was planned in the following manner:- ? Identification of the students who needed the remedial program by administering the pre test. ? Finalizing the subjects on which our students would design the remedial program. ? Orientation and guidance to our students from experts, teacher educators and school teachers in designing the activities for the remedial program. ? Implementing the program. ? Administration of the post test. Taking feedback from the school. Feedback from head of the institution shows that it program helped to improve the performance of the students. The observations made by the teacher educators in charge of the programme mentions that the school children were active, involved and enthusiastic in attending the program. Another important outcome of this programme is that one of the B.Ed students who participated in the remedial teaching programme has now been recruited by the school for conducting remedial teaching.

Provide the weblink of the institution
https://asm.ac.in/wp-content/uploads/2021/03/7.3.1-InstiDistinctive-AQAR-2019-20-ACCER.pdf

8.Future Plans of Actions for Next Academic Year

Academic Year 2019-20 ended with growing concern over Covid 19 Pandemic. Uncertainty over teaching in face to face mode in the academic year 2020-21 was a major driver in charting out plan of action for the academic year 2020-21. To deal effectively with the pandemic situation and considering uncertainty regarding on campus attendance of students, college decides to implement programme delivery through online mode at least upto Diwali vacations. Since the college proposes to go in online mode, a needs analysis will be done before commencing the teaching learning. Needs analysis will be done for both staff and students. For empowering students for online teaching, college has plan to train student teachers for e content development and training to teach using different meeting platforms. As Internship is the important component in syllabus which is useful for experiential learning, college will attempt to plan internship through online or blended mode for second year students. College also plans to implement some of the Quality Mandate initiatives notified by UGC.

YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH PUNE

- Name of the Head of the institution

DR. LALITA RAJENDRA VARTAK

- Designation

PRINCIPAL

- Does the institution function from its own campus?

Yes

- Alternate phone No.

02025433084

- Mobile No:

9326415772

- Registered e-mail ID (Principal)

lvartak@rediffmail.com

- Alternate Email ID

adarshacollegepune@gmail.com

- Address

47/17, Erandawane, Karve Road, Near Nal Stop, Opposite Maharishi Karve Tel. Exchange

- City/Town

PUNE

- State/UT

MAHARASHTRA

- Pin Code

411004

2.Institutional status

- Teacher Education/ Special Education/Physical Education:

Teacher Education

- Type of Institution

Co-education

- Location   **Urban**

- Financial Status   **Grants-in aid**

- Name of the Affiliating University   **SAVITRIBAIL PHULE PUNE UNIVERSITY**

- Name of the IQAC Co-ordinator/Director   **DR. PRASAD NARSINHA JOSHI**

- Phone No.   **7276017117**

- Alternate phone No.(IQAC)

- Mobile (IQAC)   **9860718428**

- IQAC e-mail address   **pnj1968@hotmail.co.in**

- Alternate e-mail address (IQAC)   **1968jpn@gmail.com**

3.Website address   http://asm.org.in

- Web-link of the AQAR: (Previous Academic Year)   https://secureservercdn.net/160.1
  53.137.99/388.b94.myftpupload.com
  /wp-content/uploads/2022/06/AQAR-
  2019-20-ACCER.pdf

4.Whether Academic Calendar prepared during the year?   **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: https://secureservercdn.net/160.1
  53.137.99/388.b94.myftpupload.com
  /wp-content/uploads/2022/06/Acade
  micCalender-2020-21-ACCER.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**Nil**	**2003**	**Nil**	**Nil**
Cycle 2	**B**	**2.70**	**2013**	**05/01/2013**	**04/01/2018**

6.Date of Establishment of IQAC   **15/06/2004**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Adarsha Comprehensive College of Education and Research Pune	Minor Research Project	University Grants Commission	03/03/2021	14650

8.Whether composition of IQAC as per latest NAAC guidelines   **Yes**

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

9.No. of IQAC meetings held during the year   **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   **Yes**

- (Please upload, minutes of meetings and action taken report)   [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

• **Implemented of UGC Quality Mandate Activities** • **Launch of Library and Alumni Portal** • **Implementation of UGC Directives - Organization of series of activities to celebrate Azadi Ka Amrumahotsav** • **Organization of E content Development wrokshop for B.Ed. Student Teachers** • **E Resources - Creating College Magazine in Audio Video Form** • **Organization of State Level Webinar**

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
• To implement UGC Quality Mandate Activities • To organize State Level Webinar • To offer Add On course to Student teachers • To Publish theme based magazine • To organize workshop/ competition in collaboration with other agencies • To Provide e resources to the students • To enhance Participation of Alumni in college activities • Use of ICT tools in teaching	• Introduction of the Course BED 212- Communication skills (Course derived for Jeevan Kaushal), Student Induction Programme for First Year Students • Organized a State Level Webinar on the Theme- Practice Teaching and Internship in Covid 19 Pandemic - • Offered Add on course - IT skills for Online teaching to both First and Second Year Students • Publication of Theme based magazine on the theme - Travel and Tourism • Organized a State Level Inter College of Education Essay writing competition

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	14/05/2022

14.Whether institutional data submitted to AISHE

Part A
Data of the Institution

1.Name of the Institution	ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH PUNE
• Name of the Head of the institution	DR. LALITA RAJENDRA VARTAK
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02025433084
• Mobile No:	9326415772
• Registered e-mail ID (Principal)	lvartak@rediffmail.com
• Alternate Email ID	adarshacollegepune@gmail.com
• Address	47/17, Erandawane, Karve Road, Near Nal Stop, Opposite Maharishi Karve Tel. Exchange
• City/Town	PUNE
• State/UT	MAHARASHTRA
• Pin Code	411004
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid

• Name of the Affiliating University	**SAVITRIBAIL PHULE PUNE UNIVERSITY**
• Name of the IQAC Co-ordinator/Director	**DR. PRASAD NARSINHA JOSHI**
• Phone No.	**7276017117**
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	**9860718428**
• IQAC e-mail address	**pnj1968@hotmail.co.in**
• Alternate e-mail address (IQAC)	**1968jpn@gmail.com**
3.Website address	http://asm.org.in
• Web-link of the AQAR: (Previous Academic Year)	https://secureservercdn.net/160.153.137.99/388.b94.myftpupload.com/wp-content/uploads/2022/06/AQAR-2019-20-ACCER.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://secureservercdn.net/160.153.137.99/388.b94.myftpupload.com/wp-content/uploads/2022/06/AcademicCalender-2020-21-ACCER.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**Nil**	**2003**	**Nil**	**Nil**
Cycle 2	**B**	**2.70**	**2013**	**05/01/2013**	**04/01/2018**

6.Date of Establishment of IQAC	**15/06/2004**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Adarsha Comprehensive College of Education and Research Pune	Minor Research Project	University Grants Commission	03/03/2021	14650

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	**4**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

• Implemented of UGC Quality Mandate Activities • Launch of Library and Alumni Portal • Implementation of UGC Directives - Organization of series of activities to celebrate Azadi Ka Amrumahotsav • Organization of E content Development wrokshop for B.Ed. Student Teachers • E Resources - Creating College Magazine in Audio Video Form • Organization of State Level Webinar

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link

may be provided).

Plan of Action	Achievements/Outcomes
• To implement UGC Quality Mandate Activities • To organize State Level Webinar • To offer Add On course to Student teachers • To Publish theme based magazine • To organize workshop/ competition in collaboration with other agencies • To Provide e resources to the students • To enhance Participation of Alumni in college activities • Use of ICT tools in teaching	• Introduction of the Course BED 212- Communication skills (Course derived for Jeevan Kaushal), Student Induction Programme for First Year Students • Organized a State Level Webinar on the Theme- Practice Teaching and Internship in Covid 19 Pandemic - • Offered Add on course - IT skills for Online teaching to both First and Second Year Students • Publication of Theme based magazine on the theme - Travel and Tourism • Organized a State Level Inter College of Education Essay writing competition

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	**14/05/2022**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	**17/01/2022**

15.Multidisciplinary / interdisciplinary

16.Academic bank of credits (ABC):

17.Skill development:

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

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

20.Distance education/online education:

Extended Profile	
2.Student	

2.1 Number of students on roll during the year	**180**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**200**

File Description	Documents
Data Template	[View File](#)

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**100**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**74**

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year		**74**
File Description	Documents	
Data Template	View File	

2.6 Number of students enrolled during the year		**100**
File Description	Documents	
Data Template	View File	

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**6.85**
4.2 Total number of computers on campus for academic purposes	**80**

5.Teacher

5.1 Number of full-time teachers during the year:		**10**
File Description	Documents	
Data Template	View File	
Data Template	View File	

5.2 Number of sanctioned posts for the year:	**13**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200

words

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting to local context/situation at the beginning of the year, Monthly review or as and when required, Mid term review and at the end of the academic year.

The institution is affiliated to the SPPU and follows the curriculum prescribed by SPPU. College has freedom mainly in selection of skills for micro teaching, types of innovative lessons, internship activities besides those given in the curriculum and activities, professional building capacity courses and themes for co-curricular activities. It is in these areas that the institution focuses and tries to adapt to the local context/situation.

The duration of terms and the list of holidays declared by the SPPU and the State Govt respectively are also considered while planning for the academic year.

At the commencement of the academic year the feedback given by the previous year is deliberated upon including Internship, Needs Analysis report. The reports given by the respective heads of the departments are discussed. On the basis of this feedback planning for the activities in the curriculum is decided. Any innovative programme, seminars/ webinars/ workshops, etc. to be organized is also discussed.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	[View File](#)
Plan developed for the academic year	[View File](#)
Plans for mid- course correction wherever needed for the academic year	[View File](#)
Any other relevant information	**No File Uploaded**

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative	**B. Any 5 of the above**

effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	B. Any 3 of the Above

File Description	Documents
Data as per Data Template	[View File](#)
URL to the page on website where the PLOs and CLOs are listed	https://secureservercdn.net/160.153.137.99 /388.b94.myftpupload.com/wp-content/upload s/2021/04/2.6.1-PLO-CLO-2019-20-ACCER.pdf
Prospectus for the academic year	[View File](#)
Report and photographs with caption and date of student induction programmes	[View File](#)
Report and photographs with caption and date of teacher orientation programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

30

File Description	Documents
Data as per Data Template	[View File](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View File](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View File](#)
Any other relevant information	**Nil**

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

1

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

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	**No File Uploaded**

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

178

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

178

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	**No File Uploaded**

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	**One of the above**

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

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

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

The core & specialized courses help to give a fundamental or coherent understanding regarding teacher education, to develop a strong philosophical &sociological foundation towards the teaching profession and the subject they are going to teach, and in providing the psychological insights for understanding the role, behaviour, attitudes, etc. of all those who are involved in the process of education among the students. These courses are beneficial to understand the role of technology, nature of assessment and its various tools, the management of school system, etc. by the student. The practical work associated with each course helps the students to understand the practical implications of each of these courses. The courses in practicing for constructivist teaching learning help the students to apply the theory into practice, how to use various teaching skills, methods and techniques relevant to teaching of their subject, and along with these develop communication, collaborative and other skills. Thus these courses help the students to extrapolate what they have learnt and the competencies they have acquired in real life situations. The courses under the category enhancing professional capacities help to develop among students an ability for understanding self, critical, creative thinking & research mind.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

The institution tries to familiarize the students with diversities in school system in

Indian as well as international and comparative perspective through:-

Theoretical Inputs:-

- Lectures related to theory courses.
- Orientation regarding the structure of the school system.
- Aspects which are important while doing analysis of the textbooks of the State Board.
- Information regarding the various modes of assessment.

Practical Inputs:-

- Study of a school plant
- Lessons in different types of schools
- Planning and conducting lessons catering to different types of learning styles.
- Activities during internship.
- Designing and conducting an achievement test.

Extension activities:-

- Through placement cell we invite different school personnel for conducting interviews of the students. They give orientation regarding their schools and the special features of their schools.
- Through seminars/conferences/workshops.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

For being a professional it is essential that the students develop a required standard of competency, knowledge, skills as well as adhere to codes of conduct essential for becoming a teacher. Being a professional requires a person to give good results as well become a motivation for others and at the same time being

satisfied with oneself. For this the student needs to have Knowledge, Competence, Meticulousness, Honesty, Respect, Emotional Intelligence, Correctness, and Confidence. A professional teacher is expected to look ahead, he/she must have a vision, should remain open to ideas, keep oneself updated, accept the diversities and make the learning process engaging and enjoyable. The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of three broad inter related curricular areas:-

- Perspectives in education
- Curriculum and Pedagogic studies
- Engagement with the field.

The focus is to integrate the knowledge gained through the theoretical inputs and relating them with the practical experiences. Students are given opportunity to develop understanding and their own judgement through the following ways: -

- Through core courses
- Through specialized courses
- Through practicing for constructivist teaching.
- Through enhancing professional capacities.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

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

51

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

51

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

2

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

2

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

2.2 - Honoring Student Diversity

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

The college asks students to fill a proforma at the time of admission to First Year to identify the need of the students. Accordingly the institution plans and develops activities during the two years to help cater to the needs of the students.The year

2020-21 was a unique year since it was going to be online. Hence it was decided in the meeting of the staff members in August 2020 that we should conduct a special course in IT skills for both the year students. A 'needs analysis' was done using Google form and based on it an 'Add on course / Value added Course' was designed and it was implemented during the year for both the year students.

Further from the needs analysis done during the year 2019-20 for the 2019-21 batch it was seen that some students had identified 'communication skills' as one of their important need for joining the course. Considering this aspect an option was added for the open course to be conducted during the year titled 'Communication skills'.

Thus two main needs of the students i.e. Technology skills and Communication skills were tried to be catered to during the year.

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

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

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

20-1

2.2.4.1 - Number of mentors in the Institution

9

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

2.3 - Teaching- Learning Process

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

Due to Covid 19 Pandemic situation, college has implemented entire program of B.Ed. for first and second year students in Online Mode successfully. Major challenge of Micro teaching was successfully addressed with using Zoom Break out room facility. The teachers used participative and collaborative teaching methods for enhancing student learning. For the course BED 209 the concerned teacher organized activities in online mode viz. Group Discussion, Role Play, Speeches, Presentations of Drawing Painting and reflecting on them. For Course BED 208 the concerned teacher prescribed the activity to develop Graphic Organizers, Hand on activities, Panel Discussion, Co teaching. For courses BED 106 & 107 concerned teachers arranged online visits. For BED 211 Group Presentations was the mode of teaching learning.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	**No File Uploaded**

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

10

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://edu.google.com/intl/ALL_in/products/classroom/
Any other relevant information	**No File Uploaded**

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

15

File Description	Documents
Data as per Data Template	[View File](#)
Programme wise list of students using ICT support	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	*View File*
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	*View File*
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	https://diksha.gov.in/
Any other relevant information	**No File Uploaded**

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Student Introduction: - Every year before the commencement of actual teaching, the institution arranges the session for 'Student Introduction'. It is an initiative to develop rapport among all the teachers and Students of the institution. Student Introduction helps to assess Language, Presentation skills & Hobbies/ Interests of the students. It helps the teacher educators understand the diverse student's needs and help in mentoring if need arises. It helps them to realize the strengths and weaknesses of the students to help in assigning them work and encouraging them to participate in co-curricular activities.

Needs analysis: A questionnaire is also given to find out their expectations from the course. They are taken into consideration while finalizing the academic calendar and planning of different activities during the year.

Provision in timetable: Though there were limitations due to online mode this year breakout rooms were made available by the college as and when required by the staff members and the students to help them communicate and discuss their issues and get them resolved. eg. Academic counselling is given in groups by the staff members to help the students balance home and work stress, also caters to student diversity, facilitates in working in groups.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

Case I CourseBED 209 Understanding Self : In this course orientation session on the themes Life skills, Critical and Creative thinking, Empathy was organizedas a theoretical part . As a part of application of these skills activity sessions like Group Discussion, Drawing & Painting / Craft, Speeches, Facing an Interviewwere organized.From the activity speeches students were asked to watch a lecture short speech on You tube and present a Reflection on the same. In this way it was attempted to develop thinking skills. Through the activities Group Discussions and Drawing & Painting / Craft it was attempted to develop Intellectual skills, Creativity,Innovativeness,Critical thinking.skills. In theCourse Reading and Reflecting on text, students were asked to prepare Graphic Organizers / Mind / Concept

Maps and tried to develop creativity.

Case II : Courses BED 111 (B) and BED 211: students have presented Group Activities. As a part of BED 111(B) students were asked to create videos on Social Awareness programme.In BED 211 students of the Second Year presented Group Co curricular activities. While preparing scriptsstudents thinking and Intellectual skill and also creativity develops. Students applied their innovative ideas on the selected themes.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	**Five/Six of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	**No File Uploaded**
Reports of activities with video graphic support wherever possibl	[View File](#)
Any other relevant information	**No File Uploaded**

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	**Eight /Nine of the above**

encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	**No File Uploaded**

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	**No File Uploaded**
Documents showing the different activities for evolving indicated assessment tools	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	**No File Uploaded**
Documentary evidence in support of each response selected	**No File Uploaded**
Sample evidence showing the tasks carried out for each of the selected response	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Documentary evidence showing the activities carried out for each of the selected response	**No File Uploaded**
Report of the events organized	**No File Uploaded**
Photographs with caption and date, wherever possible	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	**Two of the above**

File Description	Documents
Data as per Data Template	**No File Uploaded**
Samples of assessed assignments for theory courses of different programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

At the beginning of the year:- This year was a unique year since not only colleges but schools were also functioning online. How to conduct internship was an important aspect for which the institution planned a State level webinar. The aim was to involve the stakeholders and discuss about the challenges and possibilities to facilitate smooth functioning during internship. The Dean of the faculty, the HOD of departments of education from university, the Principals of Teacher education colleges, the Professors from teacher education colleges, the heads of the schools and the IT department in charge of the schools were the major stakeholders who participated in the programme. Various aspects like the mode of conducting the sessions, the activities to be conducted during the internship, the format of lesson plan, the assessment of the students, etc. were discussed during the webinar.

During the year:- Based on this discussion a detailed plan was prepared in the staff meeting regarding the various activities to be organized during internship. A meeting was organized virtually with all the heads/supervisors of the concerned schools to take their inputs regarding the same and then the details regarding the dates, timetable, lessons to be conducted by students

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

78

File Description	Documents
Data as per Data Template	**No File Uploaded**
Plan of teacher engagement in school internship	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Sample copies for each of selected activities claimed	**No File Uploaded**
School-wise internship reports showing student engagement in activities claimed	[View File](#)
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Role of teacher educators:- Our teacher educators are the mentors of our students and hence are with the students for the entire period during the internship programme. This helps to see that the daily plan is followed and also resolve any day to day issues and make modifications accordingly if required in the proposed plan of

work for the day. They also guide and observe the lessons conducted by our students and give inputs wherever necessary. They also supervise to facilitate smooth conduct of the other activities planned during internship.

Role of school principal:- Every school has its own culture and rules and regulations to be followed.The school principal supervises the overall programme of internship being implemented in their school.

Role of school teachers:- These act as mentors for our students. They check the lesson plans, learning resources, presentations, activities, etc. planned by them and give their valuable feedback regarding the same. They also involve them in the execution of co curricular activities.

Role of peers:- The student teachers observe each other's lessons and give their qualitative feedback regarding the same. They also work together while handling the responsibilities during the co-curricular activities.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	**No File Uploaded**
Five filled in formats for each of the aspects claimed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

10

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View File](#)
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

9

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	**No File Uploaded**

2.5.3 - Number of teaching experience of full time teachers for the during the year

Nil

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

209

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	**No File Uploaded**

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

The teaching staff tries to continuously update themselves by

- **Participating in refresher courses**
- **Participating in faculty development programmes**
- **By undertaking research**
- **By writing research papers**
- **By attending seminars/conferences, workshops**
- **By working as resource persons for sister institutions, refresher courses, training sessions, etc.**

File Description	Documents
Documentary evidence to support the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major

components in not more than 100-200 words

The institution tries to implement the following features of CCE during internal evaluation:-

- **Variety of tools and techniques.**
- **Assessment of curricular and co-curricular activities**
- **Diagnostic and remedial (offering feedback)**
- **Descriptive indicators (Use rating scales)**
- **Regular interval**

The institution follows the assessment system as per the rules laid down in the B.Ed. programme of the University. The programme includes assessment of curricular as well as co-curricular activities. To make the assessment comprehensive an objective -

- **Students are informed about the assessment which would be followed for every course.**
- **Scoring keys are developed for each course to make assessment objective.**
- **Three assessments are conducted for each of the theory courses during the year. These consist of term end assessment, practical assignment and the third (seminar, MCQ, group discussion, presentation, etc.) one is as per the suitability of the course.**
- **Even for the assessment of co-curricular activities we use specially developed assessment formats, assessment is done by neutral referees and through group and individual activities.**

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File]()
Any other relevant information	**No File Uploaded**

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

support Provision of answering bilingually

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	[View File](#)
Annual Institutional plan of action for internal evaluation	**No File Uploaded**
Details of provisions for improvement and bi-lingual answering	**No File Uploaded**
Documentary evidence for remedial support provided	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

The institution has an examination committee which looks after the grievances of the students related to the examination. The institution has rarely received any big grievance wrt examination which needed to be looked into by the grievance committee. The institution follows the following procedure to avoid any grievance related to examination:-

- **The nature of internal assessment is communicated to the students during the orientation of the syllabus and the examination department. The procedure in case of any grievance is explained to the students during the induction programme.**
- **The respective formats and scoring keys are communicated to the students by each staff member during the course orientation.**
- **Each staff member gives their qualitative feedback to the students after assessment.**
- **For the internal test the scoring key is prepared to maintain objectivity in assessment.**
- **The students are given opportunity to improve their performance by organizing re test/re exam.**
- **The internal marks for each course are displayed to the students at least 3 times for their confirmation before sending them to the university as final marks.**

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The staff together at the beginning of the year in the meeting makes a tentative plan for the conduct of internal evaluation. After the admissions are completed the planning is reviewed again during the staff meeting and revision is made where necessary. While mapping the activities a monthly plan is developed regarding the various activities to be conducted throughout the year.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The PLO and CLO are written by the staff members on the basis of the objectives enlisted for the programme by the university and in relation to the specific courses assigned to them. Further in case of the courses which are to be conducted by each of the staff member namely 'Practicing for constructivist teaching learning courses' and 'Enhancing professional capacities' they sit together and discuss and then enlist the CLO. Every year they revisit the listed PLO and CLO and make modifications if required. Once these are listed they co-relate them with the teaching learning activities they have planned for their courses. Some staff members also clarify the LO at the beginning of each session. This also helps to plan the session accordingly.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

In the programme the student has to perform a number of oral, practical and written learning assignments. The progress of student performance in the theory courses (core and optional), practicing for constructivist teaching learning courses (competency) and enhancing professional capacities; oral, practical and written learning assignments are given and the record is maintained in terms of marks as per the rules and guidelines issued by the university. These are maintained for each of the individual assignment and then converted as per the requirements of the university. In case a student is not able to reach at least the minimum level expected of him he is given opportunity to improve his performance by giving a re-test/re-writing the assignment/re-conduct of the lesson.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

70

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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

Identified needs satisfied through students performance:- This year as mentioned earlier was going to be conducted online. So needs assessment of both the batches (FY 2020-21 and SY 2020-21) regarding IT skills was taken and considering the identified needs an add on programme was designed and implemented for both the batches. Their performance was studied through an online test and videos they had prepared. Similarly for the S.Y.B.Ed. 2020-21a programme on Communication Skills was designed and implemented under the Open course. The results of both these courses, namely course on IT skills and Communication skills show that the needs were catered to through these programmes.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://asm.org.in/wp-content/uploads/2022/06/StuSatisfactionSurvey-2020-21.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0	

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0	

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	

File Description	Documents
Data as per Data Template	[View File]
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	

File Description	Documents
Documentary evidences in support of the claims	**No File Uploaded**
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

7

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

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

0

File Description	Documents
Data as per Data Template	<u>View File</u>
• First page of the published book/chapter with seal and signature of the Principal	**No File Uploaded**
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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

1

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

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

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

100

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

80

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

80

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

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

Due to Covid 19 Pandemic Situation, Outreach activities conducted in online mode. To sensitize regarding various issues, students have prepared videos. The themes selected for preparing videos are diverse in nature. Educational Disparity, Cyber security, cyber crime, De addiction, Traffic Awareness are some of the themes discussed. After preparing videos and watching videos created by other Micro groups, an awareness developed among the students about the nature and scope of the social issues existing in the society. Now they will start thinking to find out solutions to these issues. Thoughts will followed by action. Students are sensitized on social issues, will play a constructive role to suggest solutions to the problem.

File Description	Documents
Relevant documentary evidence for the claim	**No File Uploaded**
Report of each outreach activity signed by the Principal	<u>View File</u>
Any other relevant information	**No File Uploaded**

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	<u>View File</u>
Appropriate certificates from the awarding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

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

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	View File
Any other relevant information	**No File Uploaded**

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Adarsha college is recognized Teacher Education Institute by NCTE. According to NCTE Regulations 2014, institution possess minimum required physical facilities mentioned in Para 6.1 (ii) of Appendix IV contained in the said regulation. For an intake of 100 students, institution has Four Classrooms, a Multipurpose Hall, Library cum Reading Room, ICT Resource Center, Curriculum Laboratory, Art and Craft Resource Center, Principals Office, Staff Room, Administrative Office, Separate common room for male and female students, Seminar Room, Canteen, Separate Toilet facility for male and female students, for staff, Parking Space, Store Rooms, Multipurpose Playfield (It is a shared facility between and college and practising school), Fire fighting equipment. The institution campus is barrier free. There is a provision of Elevator for PWD.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

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

3

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://secureservercdn.net/160.153.137.99/388.b94.myftpupload.com/wp-content/uploads/2021/12/WeInfo- ACCER- E- infrstructure-facilities-1.pdf
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

Adarsha Comprehensive College of Education and Research library is a computerized with Library Software "LibWorld " developed by SVK Technology is installed. The software is web-based and available on LAN in College campus. The Software is not yet WAN enabled. The software has following menus: General, Member, Accesion, Circulation, OPAC, Serial, Bill, Digital Clipping and MIS. Through MIS various reports could be generated. The Accessioning, Processing and Books transaction is carried out with the help of this software. The unique feature of this software is "Digital Clipping". Newspaper clipping from various newspapers are collected stored and classified with the help of this feature. OPAN also overs the results from this menu. Classification is done according to predefined classes in category master. Bar code is

also generated with the help of this software. Each book is barcoded and member are also assigned barcode on their I Cards.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://sites.google.com/view/accerlibrary/library-facilities
Any other relevant information	**No File Uploaded**

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Adarsha Comprehensive College of Education and Research has developed a Library Portal. Under the Guidance of Principal, Librarian of the College has developed this portal by using Google Site. The Portal has 10 Menus: Services, A/V Resources, e Books for B.Ed. Ask a Librarian, Library Facilities Collection, Gallery, About us, Library Committee and Contact us.

Users can access following resources through Links provided in the portal under various menus.

- **Links to B.Ed Syllabus and Previous Question Papers are provided**
- **Links of important lectures, microteaching demos etc. which were uploaded in Institution's You Tube Channel is given in A/V Resources.**
- **Links to e books published by Yashwantrao Chavan Maharashtra Open University, Indira Gandhi National Open University and Savitribai Phule Pune University are provided.**
- **Links provided to E Gyankosh, SPPU Repository are provided.**
- **Links to Balbharti and NCERT books**
- **Links to Open Access Journal Database: DOAJ, Shodhganga, Encyclopaedia and ACCER Research Abstract are provided.**
- **Links to General purpose magazines are also provided.**

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	**No File Uploaded**
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

.34

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

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

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

0

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	**No File Uploaded**
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Institute has 10 internet personal computers and 3 Laptops for administration and

communication purpose. All the Personal computers are interconnected through LAN and having Pre Paid Broad Band Internet connection of 50 mbps. The router also facilitates Wi-Fi facility

which is available on first floor of institute.

The updation and maintenance of Personal computers and other devices including printers, UPS are carried out by our sister concern AIIT.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

2: 1

File Description	Documents
Data as per data template	[View File](#)
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://sites.google.com/view/accerlibrary/av-resources
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

.65

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

As a policy budgetary provision is made in the annual budget for purchase and maintenance of the various facilities like computers, books, sports equipment, lab equipment, etc. But a decentralized procedure is followed to facilitate better working and convenience of the students and the staff who are going to use it.

For maintaining Laboratory: -

In-charge staff member and one peon is assigned the duty of for issuing of the material specific during the stipulated time every

day. The menial staff is also assigned responsibility of daily cleanliness and maintenance.

For maintaining Library: -

Provision of Library Attendant who is responsible for daily cleanliness in Library.

For maintaining Sports equipment: -

Responsibility of maintenance given to a peon of maintaining Sports equipment.

For maintaining Computers: -

The annual maintenance contract is made by the parent body

For maintaining Classrooms: -All the peons in the college are responsible for maintaining the cleanliness in the college premises. There is a division of work amongst them. In case of absence of anyone the work is shared by the others. Besides cleaning of the premises they also look after watering of the plants.

File Description	Documents
Appropriate link(s) on the institutional website	https://secureservercdn.net/160.153.137.99/388.b94.myftpupload.com/wp-content/uploads/2022/06/MaintainancePolicy-2020-21-ACCER.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between	One/Two of the above

the two E-content development Online assessment of learning	

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**C. Any 2 of the above**

File Description	Documents
Data as per Data Template for the applicable options	**No File Uploaded**
Institutional guidelines for students' grievance redressal	[View File](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View File](#)
Samples of grievance submitted offline	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data template	[View File](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View File](#)
Report of the Placement Cell	[View File](#)
Any other relevant information	**No File Uploaded**

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
10	74

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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

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

8

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

5

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

The role of student council in the institution is very different. College focuses on training and educating students in planning, organizing and implementing activities in a systematic way so that they are able to perform effectively and work efficiently when they join the teaching profession. It is simply helping them to 'Learning by doing'. It helps them to realize their own strengths and foster creativity in doing different tasks. 'The essence of education is to discover one's uniqueness, and teach how to use it.' College follows the practice of Students Council formation through Nomination of a student from each Micro Group.

Functioning of the Student Council - The in-charge staff member and the nominated student representative work together while planning and conducting the different activities of the college. It is useful to communicate with the students through these representatives and establish a bond with them. Member of IQAC: - One student is also the member of the IQAC of the college. This is beneficial for getting ground level feedback and accordingly developing the plan of action of the college.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	**No File Uploaded**

5.3.2 - Number of sports and cultural events organized at the institution during the year

14

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Adarsha college has a non registered but active and functional Alumni Association. One of the alumni acts as a Secretary of the Association. Alumni Association plays a vital and active role in institutional development. Every year Alumni Association meets minimum once in an Academic Year and plans for Alumni involvement in college activities. The institution tries to use their expertise and involves them in various curricular as well as co-curricular activities of the college. The institution tries to involve them so that it acts as a motivation for the students from the current batch. Significant Contribution of Alumni Association in the functional aspects:-

- **Contribution in Curriculum Delivery - Conducting lectures and evaluating students (Internal evaluation) related to Optional Courses (Additional Pedagogy Course BED 205) for Second Year B.Ed. programme (Dr. Surendra Herkal for Hindi Method)**
- **Participation in Developing Teaching Competency of First year students - Presentation of subject related integration lessons. Alumni presented Demonstration lessons according to methods of teaching. Alumni association and college jointly identified the past students who have shown bright performance and having an ability to conduct lessons in on line / off line mode and involved them in presentation of Integration Lessons.**

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	**No File Uploaded**
Any other relevant information	View File

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	**No File Uploaded**
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	**No File Uploaded**

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	**No File Uploaded**

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

It is important for a teacher to remain a learner throughout life. At the institution we believe that we can learn a lot from our students. Alumni aregreat role models for current students and are often well placed to offer practical support to students. The institution tries to use the expertise of their alumni to help in nurturing special talents. It is also very useful in developing a bond between the alumni, institution and the current batch of students. We try to involve our alumni in different co-curricular activities and extra-curricular activities for this purpose. The alumni become an effective support system in the following manner:-

- Harnessing IT skills (Sunil Kalekar, Anupama Rahalkar, Nabin Roy, Bhagwan Pandekar)
- Developing communication skills (Dr. Umesh Pradhan)
- Guiding co-curricular talents (Ms. Anita Bhagwat, Shri. Sambhaji Gayake,)

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The Vision of the college is 'To be counted among the best teacher education colleges in India.'

The Mission of the college is 'Teaching, Research and Extension for innovation and experimentation for achieving excellence and commitment in teacher education.'The institution has adopted the Consultative leadership wherein the process of consultation between the teachers, non-teaching staff and students is done

before the decisions are finalized.The teaching staff, non-teaching staff and students are nominated / appointed on the various committees involved in the preparation of the perspective plan of the institution every year.Representation is also given to the non-teaching staff to get inputs regarding the procedural and financial technicalities to be considered while making the final decisions.The Students Council is also formed in our institution in a democratic manner and in such a way that representation is given to a student from each of the micro-groups.They work in co-operation and consultation with the respective staff member during the year. This process facilitates effective participation, equal representation, and a uniform opportunity to participate in the decision making during organization of the various activities during the year.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

To move towards achieving successful and effective implementation of its academic and administrative functions the institution adopts a decentralized process of governance.Hence we have teachers, students and non-teaching staff on various decision making bodies of the institution. We take into consideration the various academic and administrative activities which we have to perform during the year. To prepare it we follow a needs based planning. We nominate staff members as heads to look after the functioning of the various departments of the institution. The report given by these respective staff members for the previous year and the feedback of the students is considered very important while planning for the next year. During the various meetings of the decision making bodies the relevant aspects are discussed and a plan is developed for the coming year. In this way participation

is sought of all the concerned stake holders in the planning of the activities of the institution.For eg. The heads and supervisors of the schools are involved while planning for internship, the staff members and the representatives of the students on the Students Council, together plan for the various activities. IQAC looks after the total feedback of the various activities

File Description	Documents
Relevant documents to indicate decentralization and participative management	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

All the mandatory financial, academic and administrative requirements as prescribed by the Govt., SPPU, NAAC, NCTE, UGC and other institutions are completed, submitted and displayed by the college on the college website. For eg. PAR, NAAC, NCTE, List of admitted students, Notices for students, etc. A few examples are given below for illustration.

Financial:- The equipment and material to be bought during the year are finalized in the staff meetings based on the reports of the respective departments.The purchase committee in its meeting finalizes the purchase.This is then sent to the parent body for final approval before making the final purchase. Similarly, the library committee also on the recommendations made by the teaching staff discusses and finalizes the purchase of the books.

Academic:-Before submitting the list of internal marks to the university the college displays the list at least thrice to the students so that they can verify, check and confirm if they have been entered appropriately.

Administrative:- The college publishes its prospectus every year in which the rules and regulations are made clear to the students.

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

6.2 - Strategy Development and Deployment

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

Nil

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	**Nil**
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

The functioning of the institution follows a decentralized procedure. There is a formal structure which helps in managing the working of the institution in a smooth manner. Each of the institutional bodies have their responsibilities and role to play so that the running of the institution is done systematically. This helps in an effective two-way communication which helps to build the feeling of trust among the staff members.For effective and efficient functioning there are various departments in the institution and a staff member is the head. They are responsible for drafting the details of the various activities to be carried out by the department during the year. These are discussed in the meetings concerning the respective departments. Policies, programmes, activities, are finalized by the committee members. These are presented in the staff meetings and then put before the IQAC.In case of any policy decisions the matter is put before the College Development Committee & Executive Committee which gives its sanction.Similarly if some decision regarding any program to be implemented by the institution is taken in the Executive

Committee it is communicated through the College Development Committee to the staff.

File Description	Documents
Link to organogram on the institutional website	https://secureservercdn.net/160.153.137.99 /388.b94.myftpupload.com/wp-content/upload s/2022/06/InstiOrganogram-ACCER.pdf
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Screen shots of user interfaces of each module	[View File](#)
Annual e-governance report	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

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

Nil

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	**No File Uploaded**
Action taken report with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Welfare in an institution can be seen from theavailability of resources and presence of conditions requiredfor reasonable, comfortable, healthy and secured environment for teachers which include good working conditions, motivation in academic initiatives, regular promotion, in-services training and regular payment of salary. All these aspects are catered to in our institution.The institution provides for the following:-

Leave:- This is a welfare measure which caters to both the personal and professional needs of the staff.

Financial:- The institution facilitates the process related to availing of the loan by the staff from PF or banks or other institutions by providing the salary certificates. The institution forwards all the applications related to reimbursement of their expenses to the competent authority.

Special programmes:- The institution organizes workshops, seminars, webinars, discussions, lecture series, etc. to help them keep themselves updated and helps to look into the situational needs of the staff. These programmes also help them to interact with experts and share their views with others. Further these programmes focus not only on the cognitive domain, but also affective and the psychomotor domain of the staff. Eg. This year we had organized a programme for the staff to train them in IT skills.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

0

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

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

1

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

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

6

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The college uses the following for a comprehensive appraisal of its staff:-

- **PBAS:- The college follows the performance appraisal methodology as prescribed by the UGC and the State govt. and which is a mandatory requirement for CAS for promotion. This annual performance appraisal report is put before the IQAC and is kept ready after assessment of all the documents presented before the committee by the respective staff member. This helps in appraisal of the teacher w.r.t. their assigned duties both academic and co-curricular as well as their participation in research and extension activities.**
- **CR:- The Principal maintains the CR of the teaching and the non-teaching staff of the college. The CR of the Principal is maintained by the Hon. Secretary, Adarsha Shikshan Mandali.**
- **Peer Evaluation:- Besides the above two mandatory requirements the institution follows evaluation of the staff**

by its peers. They observe the lectures and demonstration lessons of each other and give positive feedback as well as aspects for improvement. This also facilitates developing a friendly atmosphere in the institution as well as enhancing the quality of teaching. It is based on the principle of learning through co-operation and collaboration.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

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

The annual audit of the college is conducted by the auditors appointed by the parent body of the institution. There is no specific objection raised by the auditors during the last five years.The audit of the college is also carried out by the Hon. Joint Director (HE) and Senior auditor from the office of the Director. The institution submits its annual audited statement of accounts to the Hon. Joint Director (HE) and Senior auditor from the office of the Director every year and requests them to carry out the audit of the institution by them.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

0

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

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The annual salary budget is submitted to the Govt. The institution prepares an annual budget in which provision is made for the various academic and co-curricular activities to be conducted during the year. The budget also includes provision for purchase of equipment, books, or other infrastructural requirements of the institution. Provision is also made for appointment of visiting faculty and for administrative services which may be required by the college. This is based on the needs identified by the staff and the feedback received from the students.

For optimal utilization of resources the institution there is sharing of resources.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 -

200 words

Mission of the institution focuses on Excellence which is possible only through Quality Assurance. So college believes in continuous quality enhancement. IQAC of the college is nodal committee which reviews the Quality Initiatives done in the previous academic year and plans for the Quality Initiatives to implement in next academic year. Normally college plans Quality Initiatives involving major stakeholders in the process. IQAC is a platform where the stakeholders express their suggestions and expectations. Employers, experts from the local society, industry, practicing school principals Students, Alumni, Teaching and non teaching staff representatives involved in the process of Quality enhancement. In this academic year IQAC has met four times and planned the quality initiatives. Academic Year 2020-21 was an exceptional year where entire teaching learning process happened in the online mode. On this background IQAC and through other mechanisms college has successfully organized a State Level Webinar, Inter college of Education Essay writing competition in collaboration with other institute. Introduced a choice of selecting Open course for the students. Also organized a Value added course for the students and teachers.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	No File Uploaded

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

In Adarsha Comprehensive College of Education and Research, review of Teaching Learning Process is a Regular activity. Normally this process reviewed in a staff meeting and it is discussed in IQAC meetings. In the academic year 2020-21, IQAC cell has organized four IQAC meetings, once in each quarter of the Academic year. The IQAC meeting dates are 10th July 2020, 15th October 2020, 2nd February 2021 & 25th May 2021. In the staff meeting advance planning of course related activities is discussed in the presence of all staff members. After suggestions of the staff members, monthly planning finalizes. Again in the next staff meeting, we review the progress of curriculum delivery and if necessary we modify our plans suitable with local needs.

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

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

12

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	**No File Uploaded**
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://secureservercdn.net/160.153.137.99 /388.b94.myftpupload.com/wp-content/upload s/2022/06/AQAR-2019-20-ACCER.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Preamble: Energy plays an important role in Institutional

development. Energy requirement is a continuous and never ending process. For educational institutes, energy is required for general and academic purposes. Energy management need to focus on Effective use of Energy with minimum cost and without compromising with daily requirement.

Objectives of the Policy:

- **To improve Energy Efficiency in order to control consumption and cost.**
- **To control and minimize energy consumption by implementation of good Housekeeping Practices.**
- **To develop an awareness among staff and students about need for efficient use of energy resources.**

Policy Implementation:

- **Installation of LED lights.**
- **Institution functions in the daytime and hence makes use of maximum daylight which reduces the use of electricity.**
- **We have not installed AC as we believe in fresh air and ventilation.**
- **The appliances are switched off when not in use.**
- **The building is painted white from outside to facilitate better lighting and helps in maintaining cool atmosphere.**
- **Organization of Programmes to create awareness regarding efficient use of energy.**

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Preamble: In a modern world due to changing lifestyle Waste Generation is a common phenomenon. Clean campus is a prerequisite for creating conducive environment for learning. Waste management is focussed on division of generated waste and its disposal.

Objectives of the Policy:

- **To maintain clean environment in institutional campus by**

implementing effective Waste management.

- **To develop an awareness among staff and students about need for effective waste management.**

Policy Implementation:

- **A person is appointed to regularly collect the day to day waste.**
- **Provision is made to help in disposal of paper waste and discarded equipment as per the rules and regulations of the Govt. and the Adarsha Shikshan Mandali.**
- **Dust bins are placed on each floor in the classroom to help collect the daily waste.**

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Documentary evidence in support of each selected response	**No File Uploaded**
Geo-tagged photographs	[View File](#)
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**Two of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Institute has implemented several measures in order to maintain cleanliness, better sanitation, green cover in the campus. College administration has distributed the work among its Menial staff and assigned a responsibility of cleanliness of specific area in the campus viz. Classrooms, Laboratories, Parking Area, Office, Principal Office, etc. Institution organizes cleanliness drive once in a academic year. For cleaning of toilets institution has appointed a person for daily regular cleaning of toilets on each floor. For waste management institute has a tie up for daily disposal of waste. For maintaining green cover small plants have been planted around fence wall and some plants are placed in pots on first floor.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

| **7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants** | |

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	**No File Uploaded**
Circulars and relevant policy papers for the claims made	**No File Uploaded**
Snap shots and documents related to exclusive software packages used for paperless office	**No File Uploaded**
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.036

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statement on green initiatives, energy and waste management	[View File](#)
Any other relevant information	**No File Uploaded**

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

This year was to be conducted online which brought limitations to the community programs the institution could organize. So we decided to make use of our you tube channel for awareness campaign. Students were asked to work in groups and prepare skits on various topics to create awareness regarding health, environment, education, etc. Students presented skits on following themes- E waste management, Traffic Awareness, Covid 19 Awareness etc. These were presented by the students and they were displayed live through the channel. Also these presentations were recorded and then put on the channel for the benefit of the viewers.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	**D. Any 1 of the above**

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

7.2 - Best Practices

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

Best Practice No 1

AAA Practice (Involvement Of Alumni In Academic Activities)

Title of the Practice: Involvement of Alumni in Academic Activities.

Context that required the initiation of the practice:

Adarsha Comprehensive College of Education and Research has been imparting the Teacher Education Programme since 1970. Hence the college has very large Alumni, which is rich with individuals who have made a name for themselves not only in the field of education, but also in other fields. The College therefore wanted to make use of the Alumni's enriched experiences and expertise for the benefit of the present generation of B.Ed. students.

In order to do so, various programmes are arranged where the Alumni can contribute constructively in both academic and co-curricular ventures. This practice was started in 2004 and is continued till date. It was also felt that if the fresh B.Ed. students got an opportunity to interact with the Alumni, they would get a students' perspective from their seniors about the college.

Objectives of the practice:

- To establish a link between the Alumni and the present B.Ed. students.
- To utilize the expertise and knowledge of the Alumni for the benefit of the present B.Ed. students.
- To facilitate constructive contribution by the Alumni.

The Practice:

- At the commencement of the course: For the orientation of the newly admitted students an activity 'Alumni interaction' is organized every year. This activity is important as it acts as an ice breaker. In this session the Alumni informs students about the college traditions and work culture. They also share important tips that may help the fresh B.Ed. students to complete the course successfully.
- During the course:-

- Involvement of the Alumni in curricular activities:

  - Lectures: Alumni members who are involved in the field of education or social service are invited to deliver guest lectures on topics of their expertise. Some of the lectures are directly related to the curriculum, where as some are

related to extra curricular topics.
- ○ Demonstration Lessons: After the completion of the Microteaching lessons, the Alumni members are invited to demonstrate integration lessons.

- Involvement in Co curricular Activities: For a number of co curricular activities and competitions like Singing Competition, Poetry Recitation Competition, Micro Teaching Group skit competition etc. ex- students are invited to 'judge' the competitions.
- Involvement in Extension Activities: With the help of our alumni we organize extension programmes at the community level.
- Involvement in Publication of Magazine:- The articles written by our alumni in the annual magazine are a real delight for all of us.

During the year 2020-21 following activities were organized for the students involving the alumni:-

- Demonstration lessons
- Assessment of co-curricular activities
- Magazine article writing.
- Webinar in association with alumni

Obstacles faced if any and strategies adopted to overcome them (150-200 Words):-

This year due to the pandemic situation and the time constraints the orientation session by the alumni and extension activity in the actual field could not be organized.

Impact of Practice (1000 words):

- The orientation activity at the commencement of the course acts as an icebreaker and helps in motivating the newly admitted students.
- The expertise of the alumni is useful for the benefit of the newly admitted students.
- The newly admitted B.Ed. students feel motivated after hearing about the accomplishments of their seniors.
- As the competitions are judged by alumni who are experts in the concerned co curricular field, it brings about a sense of fairness and impartiality while declaring the results.
- The extension activity helps the B.Ed. students to become aware regarding the local issues and get field experience.

- An emotional bond is established between the alumni and the institution.

Resources required:

- Lecture Halls
- OHP, LCD projectors, Mike
- Technology assistance for online teaching.
- Financial resources for technology, honorarium, etc.

Contact Person for further details: Dr. Mohan S. Kamble & Dr. Prasad N. Joshi

Best Practice No 2

Competency/Proficiency Building Initiatives through Sharing (PBIS)(Best Practices for Staff, Students & Sister Concerns)

Title of the practice: - Competency/Proficiency Building Initiatives through sharing.

Context that required the initiation of the practice: - Human resources are the major strength of any institution. We believe that all the institutions working under the Adarsha Shikshan Mandali are a family and we all work in co-operation. All our institutions have a great potential which needs to be shared and harnessed. Undertaking human resource development programmes is beneficial not only to the individual but also to the institution. Their capacities and strengths need to be nurtured by training and a wider exposure. It is the role of the institution to undertake competency/proficiency building initiatives in the institution to create an academic, healthy and a positive environment not only in the institution but also in the sister concerns. There is experience and expertise even among the staff of the sister concerns. It is necessary to give our students the benefit of the same. The institution hence plans activities not only for their staff and students but also for the sister concerns. The experts from the schools are also invited to help develop the proficiency among our students. Hence the institution has developed this practice.

Objectives of the practice:-

1. To organize activities for the teaching staff students and sister concerns to equip them better while performing their functions- Teaching, Research and Extension considering the

future challenges.

2. To encourage the staff and students to use new and different teaching techniques and undertake action research.
3. To make use of the knowhow of the staff from the sister concerns in curricular and co-curricular activities for the benefit of our students.
4. To make use of the expertise of the staff for their self-improvement and for the benefit of the institution.
5. To encourage non-teaching staff to upgrade their skills and bring in efficiency and promptness while performing their duties.
6. To encourage teaching, non-teaching staff and students to participate in different seminars/workshops, competitions and different extension activities beyond the curriculum.

The Practice: -

The Head of the institution takes initiative and after due permission from the authorities undertakes different activities to achieve the above mentioned objectives:-

- Organizes Lecture series.
- Organize workshops/seminars.
- Conduct sessions among staff members to facilitate the sharing of their expertise.
- Encourage to undertake action research projects.
- Organize sessions in curricular and co-curricular activities of the staff from sister concerns.

During the year 2020-21 following activities were organized:-

- Action research on online micro teaching.
- Participation of teachers from school in co-curricular activities.
- Lectures by experts for staff and students.
- Implementation of the IT skills course.

Obstacles faced if any and strategies adopted to overcome them :
No major obstacles are faced as the activity is planned well in advance.

Impact of the practice: - The teaching and the non-teaching staff willingly participates in different initiatives both in the college and outside. It helps to develop a congenial atmosphere in the college and gives opportunity to learn from each other. It also helps to develop a strong bond of oneness among all of us and

also among our sister institutions.

Resources required: - Honorarium for resource persons, LCD, printer, computer, Laptop, Technology for online sessions

Contact person for further details: - Dr. Mrs. Lalita.Vartak

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The distinctive feature for the current year was 'E-initiative Program' The staff deliberated on what new and unique could be done in the pandemic situation to move towards the vision and mission of the institution. Something innovative and experimental had to be done in Teaching, Research and Extension to move towards excellence and commitment in teacher education. Together we decided that though we could not meet anyone in person let us try to do it using the E-way. A number of programmes were organized during the year to achieve it:-

- **Launching of the official You tube channel of the institution.**
- **Designing the e-magazine**
- **Creating the audio magazine**
- **Developing the library portal**
- **Developing the alumni portal**
- **Conducting online micro teaching programme in a centralized manner.**
- **Organizing webinar/lecture series**
- **Creating e-content**
- **Conducting online assessment**

Thus the institution in its own small way tried to maintain its distinctiveness through these initiatives.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	**No File Uploaded**

YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH PUNE
• Name of the Head of the institution	DR. LALITA RAJENDRA VARTAK
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02025433084
• Mobile No:	9326415772
• Registered e-mail ID (Principal)	lvartak@rediffmail.com
• Alternate Email ID	adarshacollegepune@gmail.com
• Address	47/17, Erandawane, Karve Road, Near Nal Stop, Opposite Maharishi Karve Tel. Exchange
• City/Town	PUNE
• State/UT	MAHARASHTRA
• Pin Code	411004
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Urban**	
• Financial Status	**Grants-in aid**	
• Name of the Affiliating University	**SAVITRIBAI PHULE PUNE UNIVERSITY (SPPU)**	
• Name of the IQAC Co-ordinator/Director	**DR. PRASAD NARSINHA JOSHI**	
• Phone No.	**7276017117**	
• Alternate phone No.(IQAC)	**02025433084**	
• Mobile (IQAC)	**9860718428**	
• IQAC e-mail address	**pnj1968@hotmail.co.in**	
• Alternate e-mail address (IQAC)	**1968jpn@gmail.com**	
3.Website address	https://asm.org.in/accer/	
• Web-link of the AQAR: (Previous Academic Year)		
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:		

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**Nil**	**2003**	**08/01/2004**	**07/01/2009**
Cycle 2	**B**	**2.70**	**2013**	**05/01/2013**	**04/01/2018**

6.Date of Establishment of IQAC	**15/06/2004**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	**NIL**	**NIL**	**Nil**	**0**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	[View File](#)	
9.No. of IQAC meetings held during the year	**4**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	[View File](#)	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Aurora Project Implementation - Organization of series of activities under the project

Providing Choice for selection of a subject BED 205- German

Organization of State Level Webinar - Implementation of NEP

IT Skills for Online Teaching - Skill development programme for F.Y.B.Ed. Students

E Resources - Creating College Magazine in Audio Form

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
To implement UGC Quality Mandate Activities	Organization of Student Induction Programme
To organize State Level Webinar	Organized a State Level Webinar on the Theme- Implementation of NEP for Teacher Education

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	20/07/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	24/12/2022

15.Multidisciplinary / interdisciplinary

Adarsha Comprehensive College of Education and Research is a Teacher Education Institute affiliated to Savitribai Phule Pune University. Institute follows the syllabus prescribed by affiliating university. Since the Acaedemic Year 2015-16, affiliating university has prescribed Choice based Credit System program. So college follows this program. All courses in B.Ed. program are credit based courses. In the Academic Year college has implemented an activity of the Social Service which can be treated as Community Engagement. It was a part of the Course BED 111. Flexibility is in built system in the syllabus. Flexibility is avilable to the students for the specific courses like BED 106,107, 204, 205. Out of 24 coursed of B.Ed. program spread over two years, four courses offer flexibility to students to select Method of teaching and an optonal paper.

16.Academic bank of credits (ABC):

Received Circular from Affiliating University (SPPU) for implementation of Academic Bank of Credit. Accordingly College Examination Officer and Examination Department in charge attended the online workshop. It is decided that college will add a field in the application form to be filled at college level regarding ABC id

and and will ask students to provide ABC id. It will be implemented for admissions of students for the batch 2022-23

17.Skill development:

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

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

20.Distance education/online education:

In the Academic Year 2021-22, due to declined but continued Covid 19 Pandemic situation, college was implemnting teaching learning in Online mode upto April 2022. Most of the the Second Year and Part of First year B.Ed. program done in Online mode. College has offered a Value added course for First Year students namely 'IT skills for Online Teaching' Entire course was conducted in Online mode.

Extended Profile

1.Student

2.1   **191**

Number of students on roll during the year

File Description	Documents
Data Template	[View File](#)

2.2   **200**

Number of seats sanctioned during the year

File Description	Documents
Data Template	[View File](#)

2.3   **100**

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

File Description	Documents
Data Template	View File

2.4   **91**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **86**

File Description	Documents
Data Template	View File

2.6   **100**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1   **10.45**

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2   **80**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **10**

Number of full-time teachers during the year:

Extended Profile	
1.Student	

2.1 Number of students on roll during the year	**191**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**200**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**100**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**91**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**86**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**100**

File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**10.45**
4.2 Total number of computers on campus for academic purposes	**80**
3.Teacher	
5.1 Number of full-time teachers during the year:	**10**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

| 5.2

Number of sanctioned posts for the year: | **15** |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting to local context/situation at the beginning of the year, Monthly review or as and when required, Midterm review and at the end of the academic year. The institution is affiliated to the SPPU and follows the curriculum prescribed by SPPU. College has freedom mainly in selection of skills for micro teaching, types of innovative lessons, internship activities besides those given in the curriculum and activities, professional building capacity courses and themes for co-curricular activities. It is in these areas that the institution focuses and tries to adapt to the local context/situation. The duration of terms and the list of holidays

declared by the SPPU and the State Govt respectively are also considered while planning for the academic year. At the commencement of the academic year the feedback given by the previous year is deliberated upon including Internship, Needs Analysis report. The reports given by the respective heads of the departments are discussed. On the basis of this feedback planning for the activities in the curriculum is decided. Any innovative programme, seminars/ webinars/ workshops, etc. to be organized is also discussed.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://asm.org.in/wp-content/uploads/2021/04/2.6.1-PLO-CLO-2019-20-ACCER.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

32

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	**Nil**

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	**No File Uploaded**

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

97

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

97

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	Two of the above

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

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

0

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

0

File Description	Documents
Data as per Data Template	[View File](#)
Certificates / evidences for completing the self-study course(s)	**No File Uploaded**
List of students enrolled and completed in self study course(s)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.3 - Curriculum Enrichment

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

The core & specialized courses help to give a fundamental or coherent understanding regarding teacher education, to develop a strong philosophical &sociological foundation towards the teaching profession and the subject they are going to teach, and in providing the psychological insights for understanding the role, behaviour, attitudes, etc. of all those who are involved in the process of education among the students. These courses are beneficial to understand the role of technology, nature of assessment and its various tools, the management of school system, etc. by the student. The practical work associated with each course helps the students to understand the practical implications of each of these courses. The courses in practicing for constructivist teaching learning help the students to apply the theory into practice, how to use various teaching skills, methods and techniques relevant to teaching of their subject, and along with these develop communication, collaborative and other skills. Thus these courses help the students to extrapolate what they have learnt and the competencies they have acquired in real life situations. The courses under the category enhancing professional capacities help to develop among students an ability for understanding self, critical, creative thinking & research mind.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

The institution tries to familiarize the students with diversities in school system in

Indian as well as international and comparative perspective through:-

Theoretical Inputs:-

- **Lectures related to theory courses.**
- **Orientation regarding the structure of the school system.**
- **Aspects which are important while doing analysis of the textbooks of the State Board.**
- **Information regarding the various modes of assessment.**

Practical Inputs:-

- **Study of a school plant**
- **Lessons in different types of schools**
- **Planning and conducting lessons catering to different types of learning styles.**
- **Activities during internship.**
- **Designing and conducting an achievement test.**

Extension activities:-

- **Through placement cell we invite different school personnel for conducting interviews of the students. They give orientation regarding their schools and the special features**

of their schools.
- Through seminars/conferences/workshops.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	**No File Uploaded**
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

For being a professional it is essential that the students develop a required standard of competency, knowledge, skills as well as adhere to codes of conduct essential for becoming a teacher. Being a professional requires a person to give good results as well become a motivation for others and at the same time being satisfied with oneself. For this the student needs to have Knowledge, Competence, Meticulousness, Honesty, Respect, Emotional Intelligence, Correctness, and Confidence. A professional teacher is expected to look ahead, he/she must have a vision, should remain open to ideas, keep oneself updated, accept the diversities and make the learning process engaging and enjoyable. The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of three broad inter related curricular areas:-

- Perspectives in education
- Curriculum and Pedagogic studies
- Engagement with the field.

The focus is to integrate the knowledge gained through the theoretical inputs and relating them with the practical experiences. Students are given opportunity to develop understanding and their own judgement through the following ways:-

- Through core courses
- Through specialized courses

- **Through practicing for constructivist teaching.**
- **Through enhancing professional capacities.**

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100	

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

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

42

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

42

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

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

5

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

5

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

2.2 - Honoring Student Diversity

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

The college asks students to fill a proforma at the time of admission to First Year to identify the need of the students. Accordingly the institution plans and develops activities during the two years to help cater to the needs of the students.In the Academic Year 2021-22, we have witnessed declining Covid pandemic situation, however college was running in online mode upto April 2022. The admissions for First Year were delayed and it was happened in February 2022. At the time of admission college has asked students to fill up a Needs Analysis form. Through needs analysis college has assessed the needs of the students. Also under Content Enrichment Program, a Pre test of Students was conducted. These Pre Tests were prepared by respective Method In charge. In this way college has assessed students Content knowledge at the entry level.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the	**Six/Five of the above**

institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	**No File Uploaded**
Reports with seal and signature of the Principal	**No File Uploaded**
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

1:21	

2.2.4.1 - Number of mentors in the Institution

10

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

2.3 - Teaching- Learning Process

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

Due to continued Covid 19 Pandemic situation, college has implemented a part of the B.Ed program for first and second year students in Online Mode successfully upto April 2022. Major challenge of Micro teaching was successfully addressed with using Zoom Break out room facility. The teachers used participative and collaborative teaching methods for enhancing student learning. For the course BED 209 the concerned teacher organized activities in online mode viz. SWOT Analysis, Role Play, Presentations on Films and Videos and Life Stories. For Course BED 208 the concerned teacher prescribed the activity to develop Graphic Organizers, Hand on activities, Panel Discussion, Co teaching. For courses BED 106 & 107 concerned teachers arranged online visits, Group Presentations. For BED 211 Group Presentations was the mode of teaching learning. For the Open Course BED 212, a new course was introduced. The name of the course is Enhancement of Active Citizenship and Democratic Values. Under this course students were asked to present Group Discussion, to prepare Social Action Plans.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	**No File Uploaded**

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

10

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://edu.google.com/workspace-for-education/classroom/
Any other relevant information	**No File Uploaded**

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

13

File Description	Documents
Data as per Data Template	[View File](#)
Programme wise list of students using ICT support	[View File](#)
Documentary evidence in support of the claim	[View File](#)
Landing page of the Gateway to the LMS used	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	**No File Uploaded**
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	**Nil**
Any other relevant information	**No File Uploaded**

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Student Introduction: - Every year before the commencement of actual teaching, the institution arranges the session for 'Student Introduction'. It is an initiative to develop rapport among all the teachers and Students of the institution. Student Introduction helps to assess Language, Presentation skills &Hobbies/ Interests of the students. It helps the teacher educators understand the diverse student's needs and help in mentoring if need arises. It helps them to realize the strengths and weaknesses of the students to help in assigning them work and encouraging them to participate in co-curricular activities.

Needs analysis: A questionnaire is also given to find out their expectations from the course. They are taken into consideration while finalizing the academic calendar and planning of different activities during the year.

Provision in timetable: Though there were limitations due to online mode, this year breakout rooms were made available by the college as and when required by the staff members and the students to help them communicate and discuss their issues and get them resolved.eg. Academic counselling is given in groups by the staff members to help the students balance home and work stress, also caters to student diversity, facilitates in working in groups.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

B.Ed. programme syllabus designed in a way that it will nurture Creativity, Life skills, empathy etc

Course BED 208 – Reading and Reflecting on text: Students prepared Graphic Organizers / Mind / Concept Maps which are helpful to develop creativity.

Course BED 209 : Orientation sessions on the themes Life skills, Critical and Creative thinking, Empathy was organized and alsoactivity sessions like SWOT analysis, Presentations about Films and Videos and Life Stories, Facing an Interview were organized. From the activity films and videos students watched short film and presented Reflection on the same. In this way it

was attempted to develop thinking skills. Activity SWOT analysis helped to develop the life skill of Self Awareness and Critical Thinking

BED 212- Open Course – Enhancement of Active Citizenship and Democratic Values – Entire course focusing on development of Critical Thinking, Creative thinking skills, empathy etc. Under this course students prepared Social Action Plans which were helpful to develop Creative thinking skills.

Courses BED 111 (B) and BED 211: In these courses students have presented Group Activities. While preparing scripts for the said programmes students thinking and Intellectual skill and also creativity develops.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	**No File Uploaded**
Documentary evidence in support of each selected activity	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.3 - Competency of effective communication is developed in students	**Two of the above**

through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	**No File Uploaded**
Details of the activities carried out during the academic year in respect of each response indicated	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	**No File Uploaded**
Samples prepared by students for each indicated assessment tool	**No File Uploaded**
Documents showing the different activities for evolving indicated assessment tools	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	**No File Uploaded**
Documentary evidence in support of each response selected	**No File Uploaded**
Sample evidence showing the tasks carried out for each of the selected response	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Documentary evidence showing the activities carried out for each of the selected response	**No File Uploaded**
Report of the events organized	**No File Uploaded**
Photographs with caption and date, wherever possible	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

File Description	Documents
Data as per Data Template	**No File Uploaded**
Samples of assessed assignments for theory courses of different programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Academic Year 2021-22 has witnessed continued Corona Pandemic situation, however it has declined post January 2022. So in this academic year college has planned Internship program in Online as well as offline mode. It was decided that Internship will be in online mode for Second Year students during November 2021 to February 2022. Since month of February 2022 Corona Pandemic situation has declined and college has started in Offline mode since April 2022. So after reviewing the situation college has decided to plan internship for First Year students during June 20, 2022 to July 21, 2022. The nature, duration of Internship was discussed in Staff meeting. Based on this discussion a detailed plan was prepared in the staff meeting regarding the various activities to be organized during internship. A meeting was organized virtually with all the heads/supervisors of the concerned schools to take their inputs regarding the same and then the details regarding the dates, timetable, lessons to be conducted by students. Orientation of School Principals was organized as well as Internship in charge has given orientation to students.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

90

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	No File Uploaded
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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

Role of teacher educators : Our teacher educators are the mentors of our students and hence are with the students for the entire period during the internship programme. This helps to see that the daily plan is followed and also resolve any day to day issues and make modifications accordingly if required in the proposed plan of work for the day. They also guide and observe the lessons conducted by our students and give inputs wherever necessary. They also supervise to facilitate smooth conduct of the other

activities planned during internship.

Role of school principal: Every school has its own culture and rules and regulations to be followed.The school principal supervises the overall programme of internship being implemented in their school.

Role of school teachers:- These act as mentors for our students. They check the lesson plans, learning resources, presentations, activities, etc. planned by them and give their valuable feedback regarding the same. They also involve them in the execution of co curricular activities.

Role of peers: The student teachers observe each other's lessons and give their qualitative feedback regarding the same. They also work together while handling the responsibilities during the co curricular activities.

File Description	Documents
Documentary evidence in support of the response	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	**No File Uploaded**
Two filled in sample observation formats for each of the claimed assessors	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for

assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

9

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

10

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	**No File Uploaded**

2.5.3 - Number of teaching experience of full time teachers for the during the year

Nil

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

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

The teaching staff tries to continuously update themselves by

- Participating in refresher courses
- Participating in faculty development programmes
- By undertaking research
- By writing research papers
- By attending seminars/conferences, workshops
- By working as resource persons for sister institutions,
- Participating in training sessions, etc.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The institution tries to implement the following features of CCE during internal evaluation:-

- Variety of tools and techniques.
- Assessment of curricular and co-curricular activities
- Diagnostic and remedial (offering feedback)

- **Descriptive indicators (Use rating scales)**
- **Regular interval**

The institution follows the assessment system as per the rules laid down in the B.Ed. programme of the University. The programme includes assessment of curricular as well as co-curricular activities. To make the assessment comprehensive an objective -

- **Students are informed about the assessment which would be followed for every course.**
- **Scoring keys are developed for each course to make assessment objective.**
- **Three assessments are conducted for each of the theory courses during the year. These consist of term end assessment, practical assignment and the third (seminar,MCQ, group discussion, presentation, etc.) one is as per the suitability of the course.**
- **Even for the assessment of co-curricular activities we use specially developed assessment formats, assessment is done by neutral referees and through group and individual activities.**

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution has an examination committee which looks after the grievances of the students related to the examination. The institution has rarely received any big grievance wrt examination which needed to be looked into by the grievance committee. The institution follows the following procedure to avoid any grievance related to examination:-

- The nature of internal assessment is communicated to the students during the orientation of the syllabus and the examination department. The procedure in case of any grievance is explained to the students during the induction programme.
- The respective formats and scoring keys are communicated to the students by each staff member during the course orientation.
- Each staff member gives their qualitative feedback to the students after assessment.
- For the internal test the scoring key is prepared to maintain objectivity in assessment.
- The students are given opportunity to improve their performance by organizing re test/re exam.
- The internal marks for each course are displayed to the students at least 3 times for their confirmation before sending them to the university as final marks.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The staff together at the beginning of the Academic Year in the meeting makes a tentative plan for the conduct of internal evaluation. After the admissions are completed the planning is reviewed again during the staff meeting and revision is made where necessary. While mapping the activities a monthly plan is developed regarding the various activities to be conducted throughout the year.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The PLO and CLO are written by the staff members on the basis of the objectives enlisted for the programme by the university and in relation to the specific courses assigned to them. Further in case of the courses which are to be conducted by each of the staff member namely 'Practicing for constructivist teaching learning courses' and 'Enhancing professional capacities' they sit together and discuss and then enlist the CLO. Every year they revisit the listed PLO and CLO and make modifications if required. Once these are listed they co-relate them with the teaching learning activities they have planned for their courses. Some staff members also clarify the LO at the beginning of each session. This also helps to plan the session accordingly.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

In the programme the student has to perform a number of oral, practical and written learning assignments. The progress of student performance in the theory courses (core and optional), practicing for constructivist teaching learning courses (competency) and enhancing professional capacities; oral, practical and written learning assignments are given and the record is maintained in terms of marks as per the rules and guidelines issued by the university. These are maintained for each of the individual assignment and then converted as per the requirements of the university. In case a student is not able to reach at least the minimum level expected of him he is given opportunity to improve his performance by giving a re-test/rewriting the assignment/re-conduct of the lesson.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

46

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	*View File*
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	*View File*
Any other relevant information	**No File Uploaded**

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

Identified needs satisfied through students performance:- In the Academic Year 2021-22,teaching learning in Onlilne mode was continured upto April 2022. So needs assessment of both the freshbatch2021-23 regarding IT skills was taken and considering the identified needs a Value Added programme was designed and implemented for the fresh batch of students. Their performance was studied through an online test and videos they had prepared. The results of the course, namely course on IT skills f or Online teaching show that the needs were catered to through these programmes. Similarly a under Content Enrichment Program Pre testing was done to understand their initial understaning about content. On the basis of pre test results, college has understood their learning needs and a Content Enrichment Program was implemented.

File Description	Documents
Documentary evidence in respect to claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

18

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

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

4

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

1

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

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

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

90

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

Nil

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

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

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

Nil

File Description	Documents
Relevant documentary evidence for the claim	<u>View File</u>
Report of each outreach activity signed by the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

Nil

File Description	Documents
Data as per Data Template	**No File Uploaded**
Appropriate certificates from the awarding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

Nil

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

Nil

File Description	Documents
Data as per Data Template	**No File Uploaded**
Copies of the MoU's with institution / industry/ corporate houses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	**One/Two of the above**

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Adarsha college is recognized Teacher Education Institute by NCTE. According to NCTE Regulations 2014, institution possess minimum required physical facilities mentioned in Para 6.1 (ii) of Appendix IV contained in the said regulation. For an intake of 100 students, institution has Four Classrooms, a Multipurpose Hall, Library cum Reading Room, ICT Resource Center, Curriculum Laboratory, Art and Craft Resource Center, Principals Office, Staff Room, Administrative Office, Separate common room for male and female students, Seminar Room, Canteen, Separate Toilet facility for male and female students, for staff, Parking Space, Store Rooms, Multipurpose Playfield (It is a shared facility between and college and practising school), Fire fighting equipment. The institution campus is barrier free. There is a provision of Elevator for PWD.

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

3

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	**No File Uploaded**
Link to relevant page on the Institutional website	**Nil**
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

Adarsha Comprehensive College of Education and Research library is a computerized with Library Software "LibWorld " developed by SVK Technology is installed. The software is web-based and available on LAN in College campus. The Software is not yet WAN enabled. The software has following menus: General, Member, Accesion, Circulation, OPAC, Serial, Bill, Digital Clipping and MIS. Through MIS various reports could be generated. The Accessioning, Processing and Books transaction is carried out with the help of this software. The unique feature of this software is "Digital Clipping". Newspaper clipping from various newspapers are collected stored and classified with the help of this feature. OPAN also overs the results from this menu. Classification is done according to predefined classes in category master. Bar code is also generated with the help of this software. Each book is barcoded and member are also assigned barcode on their I Cards.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://sites.google.com/view/accerlibrary/home
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Adarsha Comprehensive College of Education and Research has developed a Library Portal. Under the Guidance of Principal, Librarian of the College has developed this portal by using Google Site. The Portal has 10 Menus: Services, A/V Resources, e Books for B.Ed. Ask a Librarian, Library Facilities Collection, Gallery, About us, Library Committee and Contact us. Users can access following resources through Links provided in the portal under various menus. ? Links to B.Ed Syllabus and Previous Question Papers are provided ? Links of important lectures, microteaching demos etc. which were uploaded in Institution's You Tube Channel is given in A/V Resources. ? Links to e books published by Yashwantrao Chavan Maharashtra Open University, Indira Gandhi National Open University and Savitribai Phule Pune University are provided. ? Links provided to E Gyankosh, SPPU Repository are provided. ? Links to Balbharti and NCERT books ? Links to Open Access Journal Database: DOAJ, Shodhganga, Encyclopaedia and ACCER Research Abstract are provided. ? Links to General purpose magazines are also provided.

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

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

File Description	Documents
Data as per Data template	**No File Uploaded**
Receipts of subscription /membership to e-resources	**No File Uploaded**
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

`0.034`

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

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

`4`

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Institute has 10 personal computers and 3 Laptops for administration and communication purpose. All the Personal computers are interconnected through LAN and having Pre Paid Broad Band Internet connection of 50 mbps. The router also facilitates Wi-Fi facilitywhich is available on first floor of institute. The updation and maintenance of Personal computers and other devices including printers, UPS are carried out by our sister concern AIIT.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

2:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)	**D. 50 MBPS - 250MBPS**

Opt any one:

File Description	Documents
Receipt for connection indicating bandwidth	**No File Uploaded**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	**No File Uploaded**
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**One of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/watch?v=GD6sXFB4Be4
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

0.57411

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

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

As a policy budgetary provision is made in the annual budget for purchase and maintenance of the various facilities like computers,books, sports equipment, lab equipment, etc. But a decentralized procedure is followed to facilitate better working and convenience of the students and the staff who are going to use it. For maintaining Laboratory: - In-charge staff member and one peon is assigned the duty of forissuing of the material specific during the stipulated time every day. The menial staff is also assigned responsibility of daily cleanliness and maintenance. For maintaining Library: - Provision of Library Attendant who is responsible for daily cleanliness in Library. For maintaining Sports equipment: - Responsibility of maintenance given to a peon of maintaining Sports equipment. For maintaining Computers: - The annual maintenance contract is made by the parent body For maintaining Classrooms: -All the peons in the college are responsible for maintaining the cleanliness in the college premises. There is a division of work amongst them. In case of absence of anyone the work is shared by the others. Besides cleaning of the premises they also look after watering of the plants.

File Description	Documents
Appropriate link(s) on the institutional website	https://asm.org.in/wp-content/uploads/2023/02/2021-22-MaintainPolicy-ACCER.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	**Five fo the above**

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of	**B. Any 3 of the above**

statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	View File

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
20	**86**

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	**No File Uploaded**

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

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

5

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

2

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

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

The role of student council in the institution is very different. College focuses on training and educating students in planning, organizing and implementing activities in a systematic way so that they are able to perform effectively and work efficiently when they join the teaching profession. It is simply helping them to 'Learning by doing'. It helps them to realize their own strengths and foster creativity in doing different tasks. 'The essence of education is to discover one's uniqueness, and teach how to use it.' College follows the practice of Students Council formation through Nomination of a student from each Micro Group.

Functioning of the Student Council - The in-charge staff member and the nominated student representative work together while planning and conducting the different activities of the college.It is useful to communicate with the students through these representatives and establish a bond with them.

Member of IQAC: - One student is also the member of the IQAC of the college. This is beneficial for getting ground level feedback and accordingly developing the plan of action of the college.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	**No File Uploaded**

5.3.2 - Number of sports and cultural events organized at the institution during the year

23

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Adarsha college has a non registered but active and functional Alumni Association. One of the alumni acts as a Secretary of the Association. Alumni Association plays a vital and active role in institutional development. Every year Alumni Association meets minimum once in an Academic Year and plans for Alumni involvement in college activities. The institution tries to use their expertise and involves them in various curricular as well as co curricular activities of the college. The institution tries to involve them so that it acts as a motivation for the students from the current batch. Significant Contribution of Alumni Association

in the functional aspects:-

- **Contribution in Curriculum Delivery - Conducting lectures and evaluating students (Internal evaluation) related to Optional Courses (Additional Pedagogy Course BED 205) for Second Year B.Ed. programme (Dr. Surendra Herkal for Hindi Method)**
- **Participation in Developing Teaching Competency of First year students - Presentation of subject related integration lessons. Alumni presented Demonstration lessons according to methods of teaching. Alumni association and college jointly identified the past students who have shown bright performance and having an ability to conduct lessons in on line / off line mode and involved them in presentation of Integration Lessons.**

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Documentary evidence for the selected claim	**No File Uploaded**
Income Expenditure statement highlighting the alumni contribution	**No File Uploaded**
Report of alumni participation in institutional functioning for the academic year	<u>View File</u>
Any other relevant information.	**No File Uploaded**

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	<u>View File</u>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<u>View File</u>
Any other relevant information	**No File Uploaded**

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

It is important for a teacher to remain a learner throughout life.At the institution we believe that we can learn a lot from our students. Alumni are great role models for current students and are often well placed to offer practical support to students. The institution tries to use the expertise of their alumni to help in nurturing special talents. It is also very useful in developing a bond between the alumni, institution and the current batch of students. We try to involve our alumni in different co-curricular activities and extra-curricular activities for this purpose. The alumni become an effective support system in the following manner:-

Harnessing IT skills : (Sunil Kalekar, Gargee Mitra)

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The Vision of the college is 'To be counted among the best teacher education colleges in India.' The Mission of the college is 'Teaching, Research and Extension for innovation and experimentation for achieving excellence and commitment in teacher education.'The institution has adopted the Consultative leadership wherein the process of consultation between the teachers, non-teaching staff and students is done before the decisions are finalized.The teaching staff, nonteaching staff and students are nominated / appointed on the

various committees involved in the preparation of the perspective plan of the institution every year.Representation is also given to the non-teaching staff to get inputs regarding the procedural and financial technicalities to be considered while making the final decisions. The Students Council is also formed in our institution in a democratic manner and in such a way that representation is given to a student from each of the micro-groups. They work in cooperation and consultation with the respective staff member during the year. This process facilitates effective participation, equal representation, and a uniform opportunity to participate in the decision making during organization of the various activities during the year.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

To move towards achieving successful and effective implementation of its academic and administrative functions the institution adopts a decentralized process of governance.Hence we have teachers, students and non-teaching staff on various decision making bodies of the institution. We take into consideration the various academic and administrative activities which we have to perform during the year. To prepare it we follow a needs based planning. We nominate staff members as heads to look after the functioning of the various departments of the institution. The report given by these respective staff members for the previous

year and the feedback of the students is considered very important while planning for the next year. During the various meetings of the decision making bodies the relevant aspects are discussed and a plan is developed for the coming year. In this way participation is sought of all the concerned stake holders in the planning of the activities of the institution. For eg. The heads and supervisors of the schools are involved while planning for internship, the staff members and the representatives of the students on the Students Council, together plan for the various activities. IQAC looks after the total feedback of the various activities.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

All the mandatory financial, academic and administrative requirements as prescribed by the Govt., SPPU, NAAC, NCTE, UGC and other institutions are completed, submitted and displayed by the college on the college website. For eg. PAR, NAAC, NCTE, List of admitted students, Notices for students, etc. A few examples are given below for illustration.

Financial: The equipment and material to be bought during the year are finalized in the staff meetings based on the reports of the respective departments. The purchase committee in its meeting finalizes the purchase. This is then sent to the parent body for final approval before making the final purchase. Similarly, the library committee also on the recommendations made by the teaching staff discusses and finalizes the purchase of the books.

Academic: Before submitting the list of internal marks to the university the college displays the list at least thrice to the students so that they can verify, check and confirm if they have been entered appropriately.

Administrative: The college publishes its prospectus every year in which the rules and regulations are made clear to the students.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

The main highlights of the strategy planned for the year 2021-22 were:-

Using blended approach to teaching

Planning of internship and practice lessons in the month of November 2021 to February 2022 & from 20th June 2022 to 21st July 2022

Conducting individual and group presentations as one of the forms of internal assessment.

Conducting the course on Enhancement of Active Citizenship and Democratic Values under the Open Course.

Keeping the theme as Active Citizenship for conducting different activities during the year.

PART II

Name of the activity: Open Course - Enhancement of Active Citizenship and Democratic Values.

Strategic Plan - Keeping in line with our vision we organized activities under the three areas of Teaching Research and Extension. Following were the aspects covered -

Teaching - Involving alumni in the conduct of the sessions. Including both group and individual assessments.

Research - We would encourage students to undertake their action research projects on the theme Active Citizenship

Extension: - Organization of co-curricular activities on the theme of active citizenship. College magazine theme was Active Citizenship.Organized a competition for the teachers and students of the sister concerns based on the theme Active Citizenship.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://asm.org.in/wp-content/uploads/2023/06/2021-22-ACCER-6.2.1-Strategic_Plan-1.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The functioning of the institution follows a decentralized procedure. There is a formal structure which helps in managing the working of the institution in a smooth manner. Each of the institutional bodies have their responsibilities and role to play so that the running of the institution is done systematically. This helps in an effective two-way communication which helps to build the feeling of trust among the staff members. For effective and efficient functioning there are various departments in the institution and a staff member is the head. They are responsible for drafting the details of the various activities to be carried out by the department during the year. These are discussed in the meetings concerning the respective departments. Policies, programmes, activities, are finalized by the committee members. These are presented in the staff meetings and then put before the IQAC. In case of any policy decisions the matter is put before the College Development Committee & Executive Committee which gives its sanction.Similarly if some decision regarding any program to be implemented by the institution is taken in the Executive Committee it is communicated through the College Development Committee to the staff.

File Description	Documents
Link to organogram on the institutional website	https://asm.org.in/wp-content/uploads/2023/02/2021-22-InstiOrgano-ACCER.pdf
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in	All of the above

the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Welfare in an institution can be seen from the availability of resources and presence of conditions required for reasonable, comfortable, healthy and secured environment for teachers which include good working conditions, motivation in academic initiatives, regular promotion, in-services training and regular payment of salary. All these aspects are catered to in our institution. The institution provides for the following:-

Leave: This is a welfare measure which caters to both the personal and professional needs of the staff.

Financial: The institution facilitates the process related to availing of the loan by the staff from PF or banks or other institutions by providing the salary certificates. The institution forwards all applications related to reimbursement of their expenses to the competent authority.

Special programmes: The institution organizes workshops, seminars, webinars, discussions, lecture series, etc. to help them keep themselves updated and helps to look into the situational needs of the staff. These programmes also help them to interact with experts and share their views with others. These programmes focus not only on the cognitive domain, but also affective and the psychomotor domain of the staff. Eg. This year we had organized a programme for the staff to train them in IT skills.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

Nil

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

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

1

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	**No File Uploaded**

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

2

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	**No File Uploaded**

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff
Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The college uses the following for a comprehensive appraisal of its staff:-

PBAS: The college follows the performance appraisal methodology as prescribed by the UGC and the State govt. and which is a mandatory requirement for CAS for promotion. This annual performance appraisal report is put before the IQAC and is kept ready after assessment of all the documents presented before the committee by the respective staff member. This helps in appraisal of the teacher w.r.t. their

assigned duties both academic and co-curricular as well as their participation in research and extension activities.

Confidential Reports: The Principal maintains the CR of the teaching and the non-teaching staff of the college. The CR of the Principal is maintained by the Hon. Secretary, Adarsha Shikshan Mandali.

Peer Evaluation: Besides the above two mandatory requirements the institution follows evaluation of the staff by its peers. They observe the lectures and demonstration lessons of each other and give positive feedback as well as aspects for improvement. This also facilitates developing a friendly atmosphere in the institution as well as enhancing the quality of teaching. It is based on the principle of learning through co-operation and collaboration.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	[View File](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

The annual audit of the college is conducted by the auditors appointed by the parent body of the institution. There is no specific objection raised by the auditors during the last five years. The audit of the college is also carried out by the Hon.Joint Director (HE) and Senior auditor from the office of the Director. The institution submits its annual audited statement of accounts to the Hon. Joint Director (HE) and Senior auditor from the office of the Director every year and requests them to carry out the audit of the institution by them.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	[View File]()
List of audit objections and their compliance with seal and signature of the Principal	[View File]()
Any other relevant information	**No File Uploaded**

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

0

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

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The annual salary budget is submitted to the Govt. The institution prepares an annual budget in which provision is made for the various academic and co-curricular activities to be conducted during the year. The budget also includes provision for purchase of equipment, books, or other infrastructural requirements of the institution. Provision is also made for appointment of visiting faculty and for administrative services which may be required by the college. This is based on the needs identified by the staff and the feedback received from the students.

For optimal utilization of resources the institution there is sharing of resources.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Mission of the institution focuses on Excellence which is possible only through Quality Assurance. So college believes in continuous quality enhancement. IQAC of the college is nodal committee which reviews the Quality Initiatives done in the previous academic year and plans for the Quality Initiatives to implement in next academic year. Normally college plans Quality Initiatives involving major stakeholders in the process. IQAC is a platform where the stakeholders express their suggestions and expectations. Employers, experts from the local society, industry, practicing school principals Students, Alumni, Teaching and non teaching staff representatives involved in the process of Quality enhancement. In this academic year IQAC has met four times and planned the quality initiatives. In the Academic Year 2021-22 teaching learning process happened in the online mode upto April 2022. On this background IQAC and through other mechanisms college has successfully organized a State Level Webinar, various activities under CBHE project, TET workshop, also organized a Value added course for the students. To promote research culture college has organized a Lecture series on the theme Data Analysis.

Also Principal and Librarian has undertaken and completed an Institutional Level Research Project.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View File](#)
Any other relevant information	**No File Uploaded**

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

In Adarsha Comprehensive College of Education and Research, review of Teaching Learning Process is a Regular activity. Normally this process reviewed in a staff meeting and it is discussed in IQAC meetings. In the academic year 2021-22, IQAC cell has organized four IQAC meetings, The IQAC meeting dates are 28th August 2021, 3rd January 2022, 14th March 2022 & 14th May 2022.

In the staff meeting advance planning of course related activities is discussed in the presence of all staff members. After suggestions of the staff members, monthly planning finalizes. Again in the next staff meeting, we review the progress of curriculum delivery and if necessary we modify our plans suitable with local needs.

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

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

9

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://asm.org.in/wp-content/uploads/2023/02/2021-22-IQACMeeMin-ACCER.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://asm.org.in/wp-content/uploads/2023/02/2020-21-AQAR-ASM-WebUp-ACCER.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Preamble: Energy plays an important role in Institutional development. Energy requirement is a continuous and never ending process. For educational institutes, energy is required for general and academic purposes. Energy management need to focus on Effective use of Energy with minimum cost and without compromising with daily requirement.

Objectives of the Policy:

- To improve Energy Efficiency in order to control consumption and cost.
- To control and minimize energy consumption by implementation of good Housekeeping Practices.
- To develop an awareness among staff and students about need for efficient use of energy resources.

Policy Implementation:

- Installation of LED lights.
- Institution functions in the daytime and hence makes use of maximum daylight which reduces the use of electricity.
- We have not installed AC as we believe in fresh air and ventilation.

- **The appliances are switched off when not in use.**
- **The building is painted white from outside to facilitate better lighting and helps in maintaining cool atmosphere.**
- **Organization of Programmes to create awareness regarding efficient use of energy.**

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Preamble: In a modern world due to changing lifestyle Waste Generation is a common phenomenon. Clean campus is a prerequisite for creating conducive environment for learning. Waste management is focussed on division of generated waste and its disposal.

Objectives of the Policy:

- **To maintain clean environment in institutional campus by implementing effective Waste management.**
- **To develop an awareness among staff and students about need for effective waste management.**

Policy Implementation:

- **A person is appointed to regularly collect the day to day waste.**
- **Provision is made to help in disposal of paper waste and discarded equipment as per the rules and regulations of the Govt. and the AdarshaShikshanMandali.**
- **Dust bins are placed on each floor in the classroom to help collect the daily waste.**

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.3 - Institution waste management practices include Segregation of waste E-

waste management Vermi-compost Bio gas plants Sewage Treatment Plant	

File Description	Documents
Documentary evidence in support of each selected response	**No File Uploaded**
Geo-tagged photographs	**No File Uploaded**
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**One of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Institute has implemented several measures in order to maintain cleanliness, better sanitation, green cover in the campus. College administration has distributed the work among its Menial staff and assigned a responsibility of cleanliness of specific area in the campus viz. Classrooms, Laboratories, Parking Area, Office, Principal Office, etc. Institution organizes cleanliness drive once in a academic year. For cleaning of toilets institution has appointed a person for daily regular cleaning of toilets on each floor. For waste management institute has a tie up for daily disposal of waste. For maintaining green cover small plants have

been planted around fence wall and some plants are placed in pots on first floor.

File Description	Documents
Documents and/or photographs in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	**No File Uploaded**
Circulars and relevant policy papers for the claims made	**No File Uploaded**
Snap shots and documents related to exclusive software packages used for paperless office	**No File Uploaded**
Income- Expenditure statement highlighting the specific components	**No File Uploaded**

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

Nil

File Description	Documents
Data as per Data Template	**No File Uploaded**
Income Expenditure statement on green initiatives, energy and waste management	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and

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

Nil

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	**D. Any 1 of the above**

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

7.2 - Best Practices

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

Describe any two best practices successfully implemented by the institution as per NAAC format

Nil

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The distinctive feature for the current year was Extension and Expansion of "E- initiative Program".Last year a library portal was developed and in current year we added various e- books and e resources from open source for the benefit of the students. An abstract of research conducted at our research centre was also prepared and published in e- form. The Annual magazine of the college was published in E form as well as in Audio form which is the main distinctive feature of our college. The highlights of this year as a continuation of the E initiative are:-

- **Publishing electronic and audio magazine of the college.**
- **Publishing electronic abstract of research conducted at research centre.**
- **Addition of electronic books and resources in library portal.**

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	**No File Uploaded**