SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH

ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH
47/16 ERANDAWANE NEAR NAL STOP,
411004
https://accer.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Adarsha Shikshan Mandali (parent body of Adarsha Comprehensive College of Education and Research) was established by Late Shri. K.B. alias Tatyasaheb Veerkar in the year 1937. He is still remembered for his English Marathi Dictionary one of the major contribution to the field of education. It is registered under the Societies Registration Act 2XI of 1860 No. 1269 of 1943-44. The aims and objectives of the Adarsha Shikshan Mandali are related to dissemination of Education, Research, Extension activities. Adarsha Shikshan Mandali is proud of running all its institutions without taking any kind of donations. The members of the Executive Council are professionals from the areas of Education, Medicine, Law, Industry, Technology.

The vision of Late Shri. K.B. alias Tatyasaheb Veerkar and the able support from the great educationist Late Dr. N.K alias Nanasaheb Upasani resulted in the establishment of Adarsha Comprehensive College of Education and Research in 1970. The main purpose was providing quality teachers to the schools, as this was the main focus area of Adarsha Shikshan Mandali. The college is permanently affiliated to the Savitribai Phule Pune University (formerly University of Pune) and is a grant in aid college receiving grant from the Govt. of Maharashtra. The college is included under Section 2F of the UGC Act 1956.

Under the leadership of various Principals and the support from the Management, the college has moved forward and created its own unique place in the field of teacher education. The college runs the two-year B.Ed. programme recognized by the NCTE. The college also has a research centre for M.Phil. and Ph.D. recognized by the Savitribai Phule Pune University. The college is a recognized centre of the School of Open and Distance Learning of the Savitribai Phule Pune University.

The college has participated in two cycles of NAAC accreditation process successfully. In the first cycle the college had received a B+ grade and in the second cycle B grade with CGPA 2.70.

Vision

Vision of the College:

To be counted among the Best Teacher Education College in India.

One of the founding members of Adarsha Shikshan Mandali was Late Shri. K.B. alias Tatyasaheb Veerkar. Shri Veerkar's main moto in life was to be 'A-1' in every task undertaken. Back in the 1930s when Shri Veerkar published his English Marathi Dictionary, he followed the same moto to be 'A-1'. The Dictionary is error free and accurate, a huge accomplishment in the times when technology was not easily accessible as compared to today's day and age. Even today after so many decades, the Dictionary is highly appreciated and used by many. Adarsha Comprehensive College of Education and Research strives to uphold Shri Tatyasaheb Veerkar's moto of being counted among the Best Teacher Education Colleges in India. In other words, be an 'A-1' teacher education college in the country. The college aims to provide good quality teacher education in order to empower its pre-service teachers with the skills required for lifelong learning. In doing so the college aspires to produce the best quality of teachers who will be able to not only impart good education, but also be skilled in blending modern Information, Technology and Communication based methodology with the traditional

classroom teaching methodologies. It envisions to create future teachers who will have the self-confidence to excel in the field of teacher education and motivate them to reach the moto of Shri Veerkar of becoming 'A-1' teachers of the society. In also aims to nurture its pre-service teachers with the values and skills required to shape the future generation towards excellence.

Mission

Mission of the College:

Teaching, Research and Extension through Innovation and experimentation for Achieving Excellence and Commitment in Teacher Education.

Keeping in mind our vision and mission we all work as a team to move towards achieving them. We try to plan and organize different activities every year under best practices. We also try to see that we experiment and innovate so as to have some distinctiveness every year along with the usual activities planned for the session. In line with this vision and mission the college has laid down its objectives as: -

1. To encourage in the teachers and pre-service teachers a spirit to innovate and experiment in their various endeavours in teaching, research and extension.
2. To inculcate amongst all respect for the Constitution of India, inculcate the democratic values and a respect towards the diversity in terms of language, gender, religion, culture, etc.
3. To promote among everyone the freedom of expression and creativity and confidence.
4. To instill in them the cultural values and traditions as well as develop a scientific attitude towards looking at things.
5. To develop an appropriate attitude towards sustainable development and realize the relevance of civic responsibility.
6. To develop a team spirit and work tirelessly towards achieving group goals.
7. To prepare the students for the profession of teaching.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Central Location**: Centrally located in Pune and well connected to different parts of Pune by road network. Sufficient Public Transport system is available including a Metro Station near the college.
- **Availability of Support Facilities surrounding College:** As college is located near Karve Road, there are sufficient facilities like Hostel, Mess are available for the students. A variety of food facilities are available in surrounding areas of the college, which caters to the choice of the students.

- **Qualified and Professional Management:**The college has a highly qualified management, which adopts a democratic way of functioning. The parent body members are professionals from the areas like Industry, Law, Medicine, Education, Technology. They have a vast experience in their own field.
- **Highly qualified and Experienced staff**: All teaching staff members and Librarian hold Ph.D. degrees. The average teaching experience of the Teaching staff is 25 years. A section of the teaching staff members has representation on various academic bodies of different universities and colleges. 80% of the Teaching staff is recognized guide for Ph.D. Staff members are contributing in the community

through various organizations.

- **Strong Network of Practicing Schools**: The College has an excellent network with the sister concerns and other practicing schools for smooth conduct of the internship and practice lessons. Apart from Internship and practice lessons,these schools participate in our research initiatives, placement activities, academic exchanges and co-curricular activities.
- **Enriched Library**: The college library has a collection of more than 8000 books. Also,the Library Portal is available for remotely accessing resources.
- **Research Center:** Adarsha College is a Recognized Research Center of the affiliating University. Sufficient number of Research Guides are available for guidance to the Research Scholars. The college Library has an excellent collection of Reference books for the benefit of the Research Scholars.
- **Conducive Environment for all round development**:The College organizes need based programs which cater to the need of the students. While organizing the activities, the colleges attempts to focus on 'Education through entertainment'. Students get enough opportunity to showcase their talent, skills and abilities.

Institutional Weakness

- **Manpower Availability –** At present in the Academic Year 2022-23, less number of teachers are available against the sanctioned strength. The Government has restrictions on Regular appointments.No Regular appointment of Assistant Professors by the Government has taken place and hence the dependence on visiting faculty. In the Academic Year 2022-23 a total of 10 teaching facultymembers are working. Considering the average age of 55 years of the teaching faculty, less number of regular teachers is likely to be available due to retirement in the near future. In the Academic Year 2023-24 available manpower is further less due to retirement.
- **Infrastructure Limitations –** As the college is located in the Urban area, we do not havea separate Playfield facility for Sports events. We have shared facility of Playfield. We use the multipurpose playfield of our sister institute Abhinav Vidyalaya English Medium Primary School (AVEMPS). Also the college does not have Hostel Facility.
- **Standalone Institute:** Adarsha College is a Standalone Teacher Education Institute. This is a single faculty institute running the programs onlyof Teacher Education. In order to move towards implementation of NEP recommendation of Multidisciplinary Institute, our parent body does not have a degree college. At present the Government of Maharashtra has issued guidelines for Collaboration, Cluster of institutes under the same management.

Institutional Opportunity

- **Opportunity for transformation as a Multidisciplinary Institute:** Adarsha College is a reputed and well known Teacher Education Institute. Within 2 kms radius of the college, well known established Higher Education Institutes (HEI) are located which run programs in Science, Commerce, Arts, Law streams. Some of these HEI are Autonomous. Adarsha College has opportunity for Collaboration or Cluster with these HEI. Many of these institutes do not offer a program in Teacher Education. So Adarsha College has a good opportunity for Collaboration or Cluster with these institute. In this way Adarsha College can run Integrated Teacher Education Program (ITEP) in the future.
- **Encouragement to students to enrol for Self-Study Courses:** Adarsha college has an enriched library, a functional librarian, experienced and qualified teaching staff. So students will be benefited if they enrol for Online Self Study Courses. To complete self-study courses a collection of books and other

learning resources are available in the library.

- **Opportunity to start Short Term Courses for Teachers:** All teaching staff members are highly qualified, experienced and are often invited as resource persons by other institutions and Universities. Thus the college has an opportunity to organize Short term courses for the benefit of School teachers. These short term professional development programs will further strengthen the TEI Practising School linkage.

- **Opportunity to undertake Research Projects:** Adarsha College is a recognized Research Center of affiliating university. More than 70% of the teaching faculty is Recognized guide for the guidance of Research Scholars. There is opportunity to get Research Projects from the Government, NGO and Private Organizations.

Institutional Challenge

- **Delay in admissions:** Since the Covid years i.e., from 2020-21 onwards, admissions to the First Year B.Ed. programme have been delaying. The Teacher Education Programs like B.Ed. has a close link with practicing schools. A number of compulsory activities included in the syllabus needs to be planned and coordinated with the annual plan of the schools. For example- planning of Internship and Practice Teaching Lessons becomes a complex task for institute due to the delay in admissions as they clash with the holidays and activities conducted in the schools.

- **Limitations regarding student placement in vernacular medium schools:** There is a change in the preference of the general public regarding the medium of school they put their wards into. With every passing year parents and guardians prefer English Medium Schools over Vernacular Medium Schools. So the student enrolment in the vernacular medium schools is becoming stagnant. This is leading to stagnation in teacher recruitment in these schools. This is having a rippling effect on student placement. Hence it has become a challenge for the college to help in the placement of all the students after the completion of the course.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows a decentralized system for **curriculum planning**. The staff members are in-charge of different courses and also the departments. They are given freedom to plan their course outlines and decide their own methods for teaching-learning and internal assessments. An Academic Calendar is prepared to ensure that all the mandatory activities are completed and provision is made for planning the various initiatives of the college. All this is done keeping in mind its vision and mission and also the needs of the students. The college alumni are also involved in the curriculum planning and the current batch of students are involved in various capacities for implementing the activities. To provide for **academic flexibility** in the implementation of the B.Ed. programme the college has focused on introducing different courses under Elective and optional subjects according to the demands of the students.

Moreover, the college has also designed their own schedule for the courses 208, 209 and 212 and is conducting the activities accordingly. This helps for **curriculum enrichment** by adding or modifying the activities planned in the course during the next year based on the feedback. We have also designed a course on 'Active citizenship' in collaboration with the 'International Centre of the Savitribai Phule Pune University'. The college has tried to design their own Add on / Value added courses and has been conducting them rigorously.

These courses deal with aspects focusing on their profession, careers and fostering multi-skill development. Through the various co-curricular activities, the college tries to focus on different issues related to gender, environment and sustainability, human values and professional ethics, etc. This is also useful for the development of creative and divergent competencies among the students.

The college has a strong **feedback** mechanism and takes regular feedback regarding the college from the students. It also conducts student satisfaction survey. Feedback is taken from the students regarding the different courses planned by the college. Feedback from the stakeholders involved in the internship is a special feature of the college. All the feedback collected is analyzed and a report is generated with suggestions for the next year.

Teaching-learning and Evaluation

The student Enrolment for B.Ed. program is done through a transparent, Centralized Admission Process of the State Govt of Maharashtra, complying with all the norms of the concerned regulatory agencies. The Centralized Admission Procedure is also followed for completing the Ph.D. admissions at the college research centre.

The **Student Profile** depicts the inclusiveness of the student community and their representation from different geographical areas, socio-economic, cultural and educational backgrounds.

To cater to the **Student Diversity**, the college conducts a 'Needs Analysis' at the time of admission. Accordingly, programmes are organized for counselling and stress management.Further, students were assigned to Micro Groups where the Group In- charge acts a Mentor for them.

A variety of methods/techniques in their **Teaching-Learning Process** is used by all teaching staff. Focus is given on interaction in the classroom. Multi-mode learning engagements like Seminars, Field visits, Flipped Classroom, Co-teaching, Co-operative Learning, skit presentations, Role Play etc. are used to make the teaching learning process participative, experiential and collaborative. These also help to develop thinking, reasoning and creativity among students. The staff is well versed with use of technology.

The **Teacher Profile** shows the unique feature of the staff that all have a Ph.D. degree in education. Furthermore, more than 70% of the teachers are recognized Research guides. A section of the teaching staff members are representatives on different academic bodies of various universities and other organizations.

The College adopts a transparent **Evaluation Process.** The students are made aware about nature of Internal Evaluation for each course.Scoring Keys are designed to maintain objectivity in Internal Evaluation.

The **Student Performance**in Internal evaluation is displayed to the students before sending it to the University. The students and the staff were given orientation regarding how to write **Learning Outcomes**. The staff members prepare scoring key for the internal exam by linking them with the course outcomes. The students have started writing broad learning outcomes in their lesson plans.

The **Student Satisfaction Survey** is taken at the end of the year. The responses are analyzed and communicated to the staff. Plan of action is then discussed for the next year.

Infrastructure and Learning Resources

Adequate infrastructure and other **physical facilities** are available in the college for effective and efficient conduct of the educational programmes. The latest technology equipment, the technology lab, psychology equipment, is sufficient for the students of the college. The college has a generator backup which is a great support during electricity failure. However, the college has to use the ground facility of the sister institution. Another aspect which is a limitation is that the college doesn't have its own hostel facility.

The library holdings in terms of books, journals and other learning materials and technology aided learning mechanisms are quite extensive and comprehensive. The college has designed its own Library Portal which gives all the information required by the students. **Library as a Learning Resource** of our college is in the competent hands of our Librarian who is also a Ph.D. (again a unique feature). He is creative and a person to take initiatives. He is the driving force behind the preparation of Research Abstract. Additionally , he is now a recognized guide for research.

The college has sufficient **ICT Infrastructure** for the students and the teachers. Right from micro teaching the students are encouraged to use ICT resources for their lessons. The Staff members also provide links to the web resources. The college has a YouTube channel and resources are uploaded on the channel. We realize that everyday there is a massive change in the technology. The advent of AI has posed new challenges before us. We shall be planning programmes to make our students aware of these also so that they use ICT effectively.

For the **Maintenance of Campus and Infrastructure** we have regular peons in the college. Besides we take services from other persons for regular cleaning of toilets and handling the waste. For the maintenance of the CCTV cameras, desktops and lap tops, inverter battery, we have the annual maintenance contract with different agencies. There is an in-house person appointed by the Adarsha Shikshan Mandali who looks after the day to day requirements in the context of use of technology.

Student Support and Progression

The college provides different facilities for facilitating **Student Support**. College organizes a range of **Capability building and skill enhancement initiatives**. Apart from helping students to develop a range of skills, the college attempts to develop skills to teach in Online mode. Student support facilities are available on the campus except Hostel and Canteen. Institution provides additional support in the form of Placement Cell and contributes in Group Insurance**.**

The college follows a transparent mechanism for timely redressal of the student grievances. For this purpose different committees are established viz. Vishakha Committee, Grievance Committee, Anti Ragging Committee etc. The college has a good record of Placement. Our students are placed in reputed schools / educational institutes and in other organizations. They work in different capacities like Assistant Teacher, Academic coordinator etc. Progression for further education is also evident, as a section of Second Year students enrol for Master in Education or for other programs. Percentage of student who qualifies in the State / National level examination has improved post 2020-21.

Student Council / G.M.C. is active and the members assist the concerned department heads for organization of various activities. Students get the opportunity to act a Rapporteur or Anchors.

Every year one student has a representation on IQAC and in this way students have contribution in **Quality**

enhancement of the institute. The college organizes a variety of Cultural and Sports events to achieve the all round development of the students. Our B.Ed students are participating in different co-curricular competitions outside the college, designing innovative lesson plan, conducting innovative lesson, debate competitions, research related competitions both at state level and national level and securing trophies and cash prizes. We think this is a great **outcome** of the education given in our college.

Furthermore, the college has an active Alumni Association. The Alumni Association helps the college in different ways viz. Motivation to freshly enrolled students, involvement in curriculum planning as they have representation on IQAC, judges for different competitions etc. The alumni also support the college in curriculum delivery. In addition the Alumni also help in the organization of various activities.

Governance, Leadership and Management

The **Institutional Vision and Leadership** is displayed through its decentralized and democratic process of working. There are different committees, cells and heads of departments who are given freedom to plan their activities. All major decisions are taken by the staff members together in regular meetings. Care is taken to ensure that the activities planned are in conformity with the vision and mission of the college. An academic and administrative calendar is designed to ensure smooth functioning of the college.

The college tries to follow **Strategy Development and Deployment** by developing a strategic plan. This is generally based on the feedback given, reports of various departments given by the staff members, deliberating of the success and limitations in the staff meetings and also on the current trends which are of relevance. Regular meetings of all different committees are conducted and minutes of the meeting maintained.

Faculty Empowerment Strategies the staff is encouraged to participate in different Professional Development programmes, etc. Staff appreciation is done through letters and felicitation during the annual social. The management provides support and encouragement so that the CAS procedures of the staff are done on time. Seed money is provided by the management for conducting institutional level research projects.

For appropriate **Financial Management and Resource Mobilization** regular financial audit of the college is done and the reports are duly submitted to the Govt. The college tries to be self-sufficient in conducting the regular activities of the college. The management provides finance as and when required.

The college has its functional **Internal Quality Assurance Cell** in place. A number of activities are organized for the quality enhancement of the staff and students. These are undertaken by the IQAC, Research Centre, College Departments, Alumni Association, Library of the College, and individually by staff members for their courses. This year the college has successfully faced the AAA committee of the university which was one more step in ensuring quality of the college. The college tries to ensure that there are incremental improvements with respect to all the criteria which are also in tune with the vision and mission.

Institutional Values and Best Practices

Care is taken to ensure that the **Institutional Values and Social Responsibilities** are focused in the various activities organized by the college. Participation in the international project on Active Citizenship and enhancement of democratic values was one important initiative. Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff. These are also displayed on the college website and

orientation regarding the code of conduct is given periodically. Of course, since the college is in the heart of the city there are lot of restrictions on tree plantation and other such initiatives.

Every year the college conducts different **Best Practices** which focus on the quality enhancement of the staff or students. This year one of the best practices focused on 'Outcome Based Education', which has been stressed by the National Education Policy. Programmes and activities were conducted to train the staff and the students in preparing appropriate learning outcomes and implementing them in the classroom teaching. Sometimes the best practices focus on the sister concerns that we work in collaboration with. As an example, this year 'Awareness Programmes' were organized by our students for school students during the internship related to 'Sustainable Development Goals'.

Every year the college works on a specific theme or idea or concept which becomes the **Institutional Distinctiveness.** This year the distinctive feature was 'Collaboration'. In the current year collaborations were done with our affiliated University i.e., Savitribai Phule Pune University, other Universities as well as with NGOs. This was done to create more enriching learning experiences for the students and broaden their outlook.

On the basis of the experience of the previous year or the need which may suddenly arise (as it happened during the Covid Pandemic) we decide the activities to be undertaken during the year. But yes, this does give scope for reflecting, thinking and creating new ideas and see them come into reality.

Research and Outreach Activities

The name of our college itself includes the word Research. It is also an important aspect of our mission. We are all actively involved in guiding Ph.D. and M.Phil. students for research. The management of the college is pro-actively involved in **Resource Mobilization for Research** by providing financial resources for different institutional research projects, arranging seminars, workshops, webinars, lecture series, etc. The college is self-sufficient in the internet facility and the different technology (laptops, LCD, Desktops, etc) required for conducting these activities. As mentioned earlier all staff members have been awarded the Ph.D. degree.

All the important research activities done at the college or sanctioned by other bodies are maintained in the college library and are available to all for reference. Again we would like to mention that a unique feature of our college is the **Research Publication** Abstract which is prepared and displayed on the college website. The 'National Award for Innovation in Teacher Education' was received by one of our staff members.

The college conducts number of curricular and co-curricular activities for their students to make them sensitive towards community issues, gender disparities, social inequality etc. The lesson plans designed by the students includes Values and Core Elements so as to make them aware that why is a particular content being taught in the school. Besides the students conduct **Outreach Activities** like cleanliness drive, traffic awareness programme, voter awareness programme, design social action plan, conduct remedial teaching programme, awareness programme for sustainable development, organize teacher training programmes, etc. Of course we realize that much more can be done.

Collaboration and Linkages was one area where the college was lagging behind. But this year it has become a distinctive feature of the college, since the college has collaborated and conducted activities under teaching, research and extension.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH
Address	Adarsha Comprehensive College of Education and Research 47/16 Erandawane Near Nal Stop,
City	PUNE
State	Maharashtra
Pin	411004
Website	https://accer.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Mohan Sakharam Kamble	020-25433084	9326415772	-	adarshacollegepune @gmail.com
IQAC / CIQA coordinator	Dr. Prasad Narsinha Joshi	020-29992234	9860718428	-	pnj1968@hotmail.co.in

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	29-03-1971	[View Document](#)
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	21-12-2016	84	para four of the recognition order does not mention a specific duration

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Adarsha Comprehensive College of Education and Research 47/16 Erandawane Near Nal Stop,	Urban	0.59	2279.22

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Graduation	English + Marathi	100	85
Doctoral (Ph.D)	PhD or DPhil ,Education,Education Regular	60	Post Graduation	English + Marathi	1	0
Pre Doctoral (M.Phil)	MPhil,Education,Education Regular	18	Post Graduation	English + Marathi	20	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	3	7	0	10
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				9
Recruited	5	1	0	6
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	7	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	2	0	4

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	25	2	0	0	27
	Female	52	6	0	0	58
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	2	6	6
	Female	11	12	16	22
	Others	0	0	0	0
ST	Male	3	5	3	6
	Female	3	1	6	6
	Others	0	0	0	0
OBC	Male	3	18	17	21
	Female	12	23	27	18
	Others	0	0	0	0
General	Male	15	16	14	19
	Female	107	96	85	93
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		156	173	174	191

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Higher and Technical Education department, Govt of Maharashtra has issued revised guidelines vide the Government Resolution dated 20 April 2023 regarding implementation of Credit framework and multidisciplinary approach. These guidelines are not applicable to Teacher Education Institutes in the Academic Year 2023-24. Adarsha College will implement Multidisciplinary / Interdisciplinary courses as and when Govt of Maharashtra will issue directions / guidelines to Teacher Education Institutes.
2. Academic bank of credits (ABC):	According to the affiliating university (SPPU) circular dated 15th October 2022, Adarsha College

	has encouraged students of the First and Second Year B.Ed. program to create ABC Id. All students of First and Second Year of B.Ed. program in the Academic Year 2022-23, who have appeared for University Exam, created Academic Bank of Credit accounts. College has submitted ABC Id of these students to affiliating university.
3. Skill development:	Adarsha College always focuses on Skill Development of the students. Introduction of Open Course, Value added courses and activities focusing on skill development are some of the initiatives for skill development. In the Academic Year 2020-21 college has offered an open course for B.Ed. II Yr students. The title of the course was 'Communication Skills'. From the Academic Year 2020-21 college has introduced a Value Added course titled 'E content Development / IT skills for Online Teaching'. This course is helpful to develop online teaching skills among students. In the Academic Year 2022-23 college has organized another Value added course titled New Educator Program only for female students of the Second year of B.Ed. Program. It was a skill development program to enhance employability of the students. It was a collaborative activity between Adarsha College and Naandi Foundation (NGO). Apart from Value added courses college organizes sessions to develop communication skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	College offers choice to select Hindi as a Method of teaching for both First and Second Year B.Ed. students. From the Academic Year 2021-22, college has offered more choice for selection under the course BED 205 Additional Pedagogy Course and offered Sanskrit as a Method of teaching for B.Ed. II Yr students. In the Academic Year 2020-21 college has organized a State Level Essay writing competition in collaboration with Maharashtra Rashtrabhasha Prachar Samiti. (An organization working for the Popularization of Hindi Language)
5. Focus on Outcome based education (OBE):	In the Academic Year 2022-23, Adarsha college has organized a workshop on 'Outcome Based Education' (OBE) on 29th May 2023. Also college has developed Course Learning outcomes(CLO) for Theory, Optional and Elective and Open course of the B.Ed, I Yr and B.Ed. II Yr. In order to further implement Outcome based Education, college has

	made changes in its Lesson Plan format and from A.Y. 2022-23 Lesson plan format for Integration Lessons has a space to write Learning Outcomes.
6. Distance education/online education:	Adarsha College is a Recognized Center of School of Open Learning (SOL), Savitribai Phule Pune University (SPPU) for M.A. Education Program in distance mode. College has implemented B.Ed. I Yr. (F.Y.B.Ed.) and B.Ed. II Yr (S.Y.B.Ed.) Program entire in online mode in the Academic Year 2020-21 & in the A.Y. 2021-22. entire curriculum transaction for B.Ed. II Yr (S.Y.B.Ed.) and a part of the B.Ed. I Yr.(F.Y.B.Ed.) program and a Value Added Course has done in Online Mode. The trend of Online Education continued in the Academic Year 2022-23 and college has offered One Value Added Course, and some courses viz. BED 209, 212 implemented in Online mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, according to the circular dated 12th July 2021 issued by Director, National Sevice Scheme (NSS) of the affiliating university (Savitrabail Phule Pune University), Electoral Literacy Club (ELC) has been established in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Adarsha College has appointed Dr. Mohan Kamble as Faculty Coordinator for Electoral Literacy Club. It was resolved in the IQAC meeting dated 28th August 2021 to appoint Dr. Mohan Kamble as a Head / Coordinator of the Electoral Literacy Club in Adarsha College and a faculty member Dr. Ulka Amale will help Dr. Kamble. A student representative on IQAC is a Student Co ordiantor of the Electoral Literacy Club in the college.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender,	Before the establishment of Electoral Literacy Club, Adarsha College is organizing activities for Electoral Literacy. In the Academic Year 2018-19 & 2019-20 Voter Awareness Quiz and Essay writing competition has been organized. Apart from these activities in the A.Y. 2019-20 college has organized following activities – Rally to create awareness, Poster Exhibition, Street Play. Detailed report of the various activities organized during Democracy Fortnight

commercial sex workers, disabled persons, senior citizens, etc.	published in the college magazine Reflections for the Academic Year 2019-2020. It is available on the Library Portal of the ACCER. The link to access e Reflections is https://drive.google.com/file/d/1B3kK0 f3TmGUNHElnfISVdtcdf5sSJ7i7/view
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	College has offered an Open Course BED 212 titled 'Enhancement of Active Citizenship and Democratic Values' in collaboration with International Center, SPPU. This open course was implemented for S.Y.B.Ed. students for two Academic Years viz. 2021-22 & 2022-23. As a part of this open course Students prepared Social Action Plans. College has organized Democracy Fortnight Voter Awareness campaign for voter registration in A.Y. 2018-19 & 2019-20 college has also encouraged students of the A.Y. 2018-19 to write article for the college magazine and two students have written articles which are published in the college magazine Reflections for A.Y. 2018-19.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	College has identified students from the Batch 2022-23 who have not registered as voters for General Elections. Total Twelve students were identified a Non Registered. College has motivated these students to register as voters. College staff has assisted them to fill the application Form 6 to register a voters and Seven students have submitted their applications.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
167	186	175	169	157

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

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

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

File Description	Document
Letter from the authority (NCTE / University / R	[View Document]
Institutional data in prescribed format	[View Document]

1.3

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

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

File Description	Document
Institutional data in prescribed format	[View Document]
Central / State Govt. reservation policy for adm	[View Document]

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
82	86	75	92	57

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	84	73	88	56

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	100	100	77	100

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	11

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.90	10.45	6.85	20.75	10.48

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 65

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

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 capacity building 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. While Planning and implementing the curriculum we try to adhere to Academic Calendar.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)

1.1.2

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

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

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: C. Any 2 of the above

File Description	Document
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 48

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	30	30	26	27

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

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

1.2.2

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

Response: 0.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)

1.2.3

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

Response: 47.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
129	100	179	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The core courses and specialized courses help to give a fundamental or coherent understanding regarding teacher education to the students. These courses help to develop a strong philosophical foundation towards the teaching profession and the subject they are going to teach. They help in providing the psychological insights for understanding the role, behaviour, attitudes, etc. of all those who are involved in the process of education. These courses are beneficial to understand the role of technology, nature of assessment and its various tools, the sociological foundations of education, 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. They realize how to use the various teaching skills, methods and techniques relevant to teaching of their subject, and along with these develop communication skills, negotiating skills, collaborative skills, etc. Thus these courses help the students to extrapolate what they have learnt and the competencies they have acquired in real life situations. The courses on enhancing professional capacities help to develop among students insights of the various roles they would have to play in school, develop in them an ability for critical thinking & research mind. understand themselves better and develop entrepreneurship skills in them too.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

1.3.2

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

Response:

The 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	Document
Documentary evidence in support of the claim	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)

1.3.3

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

Response:

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	Document
Documentary evidence in support of the claim	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 92.4

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)

2.1.2

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

Response: 73.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	44	50	27	19

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

2.1.3

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

Response: 2.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	2	1	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

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

Response:

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 2022-23, colleges were working in offline mode. The admissions for First Year were delayed and it was happened in November / December 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.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

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

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 18.56

2.2.4.1 **Number of mentors in the Institution**

Response: 9

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

Response:

Teaching faculty in the college follows Student centric methods like Experiential learning, Collaborative and Cooperative learning. These methods are used to enhance learning experiences and collaboration among students. Lectures, Seminars are used in the class room to explain difficult concepts for better understanding and in depth knowledge. Participatory and collaborative methods practiced where in faculty encourage diverse perspectives from student during discussions, Seminars. Co teaching, Flipped Classroom, Demonstrations and Role play techniques used by teachers. Students are given the chance to participate in workshops to get the hands on practical knowledge of their subjects. Assignments are designed to assess students understanding & ability of application. Faculty members integrate ICT in their teaching which includes audio-visual resources to support and enhance learning in the class room. Methods are used in classrooms to connect student with the real world, where learning happen in a practical way. Students are encouraged to participate in Projects, Field Visits to gain practical knowledge and gear up for the outside world.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)

2.3.2

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

Response: 98.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

File Description	Document
Data as per Data Template	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

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

Response: 56.89

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

Response: 95

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

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

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

Response: C. Any 2 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5

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

Response:

The mentoring system adopted by our institution promises to provide a better understanding of individual students and bring out their highest potential.College attempts to create a base for mentoring from the admission of the student. At the time of admission, college gathers data through Needs Analysis. In this way college understand Needs of the students when they enrol. 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. Majority Students from different parts of the Maharashtra state and some students outside Maharashtra state enrol for the B.Ed. program in the

college. As we have students from diverse Socio Economic background, institution attempts to meet their expectations and aspirations. A section of the students lack communication and presentation skills. Mentor Mentee groups are formed where Mentor considers following aspects – Student's academic progress, his / her attendance in the college, to help mentee to cope up with challenges of B.Ed. program, counselling student dealing with their problems and resolving them on their own to boost their confidence level. Micro Teaching group is the basis of formation of Mentor Mentee Group. Mentor Mentee Interaction activity has a provision in Timetable. In case of the weak performance by any of the students in a particular subject, the mentor informs the same to the concerned subject teacher.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.3.6

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

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: D. Any 2 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.7

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

empathy, life skills etc. among students..

Response:

We all know that every learner is unique and hence diversity exists in the classroom. Just as they differ in the way they learn they differ in the way they express themselves either orally, practically or in written form. The college tries to nurture the creativity, innovation and encourages the students to think rationally, scientifically as well as be able to work together so as to learn the life skills essential for a successful living in the society. For this the college gives the students various activities to perform. We explain two cases. Case I : One of the important aspects of the B.Ed programme is Enhancing Professional Capacities. Under this aspect there are courses BED 208, BED 209 and Course BED 212, which is an Open Course. In the Course BED 208 'Reading and Reflecting on text', the students are taught different ways in which they can present the read material in a compact manner. Here the students prepare Graphic Organizers / Mind / Concept Maps to represent the content they have read. This activity helps to nurture creativity, imagination, critical thinking as well as effective communication. Under the course BED 209 Understanding Self, the orientation session are organized on the themes Life skills, Critical and Creative thinking, Empathy. It is very useful for the students to understand the theoretical base of all these skills. As a part of application of these skills Activity Sessions are organized which include –Presentations about Film Appreciation, Debate, Facing an Interview by Role Play method. These activities help the students to be engaged in reflection and further help to develop thinking skills. Under the Open Course BED 212 the college conducts the course on 'Enhancement of Active Citizenship and Democratic Values'. The entire focus of the course is on development of Critical Thinking, Creative thinking skills, empathy, etc. Under this course students are asked to prepare 'Social Action Plans' which were helpful to develop creative thinking skills, decision making, problem solving.

Case II : Another aspect of Enhancement of professional capacities is through Courses BED 111 (B) and BED 211. These are related with co-curricular activities and Drama and Art in education. A wonderful way in which the college tries to conduct the above courses is to make the students write scripts for the small skits they have to present in groups. The imagination and writing skills are informally fostered among the students. They learn to collaborate and cooperate with each other in the process. So language skills are developed and most importantly the ability to make people understand your point of view. Further there are number of co-curricular activities organized in the college which help in developing all the life skills in them.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

      1.**Organizing Learning (lesson plan)**

2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)

2.4.3

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

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

Response: C. Any 2 of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.6

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

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship program was systematically planned with following necessary steps:

? **Staff meeting in the institution is planned to focus following points -**
? Identification and selection of schools as per student teacher's needs, tentative months and weeks for internship, activities to be completed during internship, guidance for lessons, groupwise distribution of student teachers in the schools.
? After planning of internship program as per decisions taken in the staff meeting, the meeting of heads and teachers of the schools is organised by the in-charge staff member under the guidance of Principal in the college –
? **Meeting of school principals and teachers in the institution is held to orient them about-**
? No. of students allotted in each school, duration of internship (no. of days and months), activities to be conducted during internship, Collection school timetable and units for lesson planning, role of school teachers during internship.
? **Orientation for F.Y.BED and S.Y.BED by in charge at institution level** – Following points are focused when detailed orientation about activities is given by in charge staff member-
? Objectives of internship
? Activities to be completed during internship
? Mode of assessment of student teacher's performance
? Variety of school set up

? Collection of subject content units from school for preparation of lesson plan.

? Guidance of teacher educators for lesson planning.

? Ethics / code of conduct of school.

? On the first day before starting the internship program student teachers are oriented by the heads of the schools

? **Orientation for F.Y.BED and S.Y.BED students by the principal** - On the first day before starting the internship program student teachers were oriented by

the heads of the schools' Following points are mainly focused in the orientation at school level –

? Rules and regulations of schools

? Familiarisation of student teachers in school premises and ethics

? Availability of learning resources (technical facilities, school library, laboratory)

? Mannerism and dress code of student teachers

? Confidence level of student teachers

? School environment

? Level of the school students

? General methodology used by school teachers while teaching.

? Guidance from school teachers

Internship Program for F.Y.BED and S.Y.BED is rigorously planned by the college following above mentioned steps.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.4.9

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

Response: 11.71

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

Response: 7

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Two-year B.ED. syllabus of affiliating body Savitribai Phule university has given ample scope to monitor the performance of student teachers under the area-Practice for constructivist teaching learning. It contains teaching competencies like Microteaching, Integration, Simulation lessons, practice lessons and Internship programme.

Adarsha college has very strong rigorous, systematic and well-planned monitoring mechanism in two parts –

1. Monitoring Mechanism (Simulated atmosphere)-
? Microteaching –
? Role of the teacher educator –
? Give orientations and demonstrations for skills selected by the college. Display evaluation key and guide the students how to monitor and evaluate the performance
after demonstration. Observe student teacher's lessons and give quantitative and qualitative remarks and suggestions.
? Role of F.Y.BED students – conduct micro skill lessons and observe peer's lessons.
? Integration lessons –

? Role of S.Y.BED students – Demonstrate the lessons.

? Role of the subject teacher educators - observes and discuss lessons to fill the monitoring gaps

? Simulation lessons – Scope, steps and time same as practice lessons but conducted in simulated atmosphere in the college.

? Innovative lessons – 1. Technology based 2. Team teaching 3. Using models of teaching.

? Role of the teacher educator – Give orientation and demonstration of above- mentioned lessons. Display the score key and guide how to observe the lesson.

Observe student teacher's lessons and give quantitative as well as qualitative remarks and suggestions.

? Role of student teacher –Conduct the lessons and observe the lessons of peers.

2. Monitory Mechanism (Actual Engagement in the field) -

? Practice lessons –- Students go to different schools with their group in charge to observe and conduct lessons.

? Role of the teacher educators – Prepare timetable as per school time table. Check the principal's and school teacher's observation. Get the sign of college principal on

timetable and submit to school before starting practice lessons. Give the guidance monitor and evaluate the lesson as per timetable.

? Role of the student teachers – Conduct the lesson and observe lessons of peers.

? Internship – Student teachers go to school with their group in charge to complete all activities which are given internship.

? Role of the teacher educators –Observe student teacher's lessons and suggest the changes for next lessons. Guide student teachers about how to observe experienced school teacher's and peer's lessons. Constantly monitor their performance during co- curricular activities in the school.

? Role of the school principals - Give orientation to student teachers about rules and regulations of school. Monitor student teachers' performance during internship

programme. Observe few lessons of student teachers. Certify the student teacher's internship file.

? Role of the school teachers –Give the guidance to student teachers as per the requirement. Observe their lessons. take internee's help in co-curricular activities.

? Role of the Internee –Prepare lesson plans and conduct the lessons as per requirement of school. Observe the peer lessons. To help the school teachers in organising co-curricular activities.

File Description	Document
Documentary evidence in support of the response	[View Document](#)

2.4.12

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

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

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

Response: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)

2.4.13

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

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

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 60

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

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

Response: 88.24

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

Response: 9

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3

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

Response: 25.9

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

Response: 259

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers in the Adarsha College keeps themselves updated professionally. IQAC plays important role in sharing information with teaching staff members, on Policies and Regulations announced by Govt from time to time. Since 2020, IQAC Coordinator was constantly in touch with teaching faculty and informed them about policies and regulations announced from time to time. IQAC informed staff members about UGC Quality mandate, Academic Calendar published by SCERT in Covid 19 Pandemic situation, ICT initiatives of UGC, Guidelines for Digital Education of School Students, HRD ministry initiatives to provide psychological support, Release of NEP 2020 Document, virtual launch of book Quality mandate

for Higher Education Institutes in India, Draft guidelines for Pedagogical approaches. In this way IQAC Coordiantor kept updated colleagues about latest policies and regulations published by UGC.

The teachers of the Adarsha College attempt to keep self updated through participation in Orientation / Refresher / Faculty Development Programs. They publish Research papers and books / book chapters. To write research articles or book chapters they need to be updated.

Informal in house discussions is another feature of the teachers for how they keep themselves professionally.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Adarsha Comprehensive College of Education and Research is a Recognized Teacher Education Institute affiliated to Savitribai Phule Pune University. College implements syllabus prescribed by SPPU (affiliating university). According to the provision made in the Syllabus for B.Ed. Two years CBCS course, for Internal Evaluation following is the Plan of Action for Internal Evaluation –

- **First Year B.Ed.** –
  - For the Courses placed under the category of Core Courses and Optional courses (BED 101 to 107), three activities are prescribed for each course. Out of three activities Two activities are mandatory and common to these courses viz – Practical Work and Internal Examination. For the third activity the option given to respective course teacher whether to conduct Tutorial or any other activity mentioned in the syllabus.
  - The Courses placed under the category of Practising for Constructivist teaching and Enhancing Professional Capacities – (BED 108 to BED 112) – Internal Evaluation is based on Observation of Students by Micro Group Incharge in School classroom during Internship and Practice Teaching sessions is followed. For the assessment of BED 111B-Group Performance in Co curricular activity is considered for evaluation.
- **Second Year B.Ed. :**
  - For the Courses placed under the category of Core Courses and Optional courses (BED 201 to 205) , three activities are prescribed for each course. Out of three activities Two activities are mandatory and common to these courses viz – Practical Work and Internal Examination. For the third activity the option given to respective course teacher whether to conduct Tutorial or any other activity mentioned in the syllabus.
  - The Courses placed under the category of Practising for Constructivist teaching and Enhancing Professional Capacities – (BED 206 to BED 212) – Internal Evaluation is

based on Observation of Students by Micro Group Incharge in School classroom during Internship and Practice Teaching sessions is followed. For the assessment of BED 211 - Group Performance in Co curricular activity is considered for evaluation.

For the Internal evaluation college has developed Scoring Keys separate for each of the task like Practical Work, Internship Program, Open Course, Co curricular activities.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)

2.6.2

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

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Adarsha Comprehensive College of Education and Research has a Grievance Committee where Dr

Sunanda Roy is the secretary. In the year 2022-2023, the internal examination of S Y B Ed was planned on April 24, 2023 to April 28, 2023 from 10:00 AM to 1:00 PM. Student representative Ms Tanvi Gala informed the committee about an application Many students had their joining dates in schools which was clashing with the internal examination timings. After the discussion it is resolved that the timings of the internal examination would be shifted to 25th April, 2023 from 2:00 PM to 5:00 PM instead of from 10:00 AM to 1:00 PM.

Student representative Ms. Janhavi Wadke informed the committee about an application submitted by the first year students to allow them to give their tutorial on Wednesday, 14th and Thursday 15th June, 2023 instead of Monday 12th June 2023. As the roads are blocked during the Pandharpur Palkhi Procession, these students were unable to attend the college on the Monday 12th and Tuesday 13th June, 2023. After the discussion it was decided to permit these students to give their tutorials on the dates they required for.

In this manner the problems of the students were solved by the Grievance Committee.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)

2.6.4

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

Response:

Adarsha Comprehensive College of Education and Research is a Recognized Teacher Education Institute affiliated to Savitribai Phule Pune University. College implements syllabus prescribed by SPPU (affiliating university). Academic Calendar is adhered while implementing each and every activity of each course. Following is the process of planning academic calendar for the conduct of Internal Evaluation:

Meeting and Term Planning: The planning of the term is decided by the staff during the planning meeting. The responsibilities are distributed among the staff members. E.g. the internal exams are planned so supervision chart is prepared by the exam department and circulated among the staff members to go through it. Modifications are done and then it is finalised. In the same way planning is done for each internal evaluation work.

Paper Checking: Again in the meeting the days are fixed for paper checking and mark list submission date is fixed and accordingly he staff does the work. The papers are distributed among the students and feedback is given and then the staff submits a copy of mark list in the examination department.

Mark Display, Record Checking and Mark Submission: Later on the staff members are asked to display marks for three times. Modifications are done accordingly. Record checking is planned where each micro group in charge sits with the group member and checks their records and confirms the marks

of each activity of each course. After confirming the marks, the staff members fill the marks on the university portal. Preview mark list is displayed first and then the confirm mark list is displayed.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The college has framed the Program Learning Outcomes (PLO) on the basis of the Graduate Attributes given in the NPE, 2020. The professors who teach the various courses included in the II year B. Ed. program have also framed the Course Learning Outcomes (CLO) related to their respective courses. This has been done taking into consideration the units that have been included in the 2 year B.Ed. revised syllabus of 2015. Further CLOs have been aligned and mapped with the PLOs by the professors. A table is used to map the CLOs with the PLOs using the 3 as 'fully met', 2 as 'partially met' and 1 as 'poorly met'. Finally an average for each PLO related with the CLOs is calculated. Also all the professors link the CLOs with the internal examination question paper. In this way the institution ensures alignment of stated PLOs and CLOs with the teaching learning process.

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 93.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	86	74	74	54

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

2.7.3

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

Response:

The staff as well as the pre service teachers got the training about the PLOs and CLOs and started implementing in regular practice. The professors framed their Course Learning Outcomes (CLOs) and also mapped them in the Internal Examination Question Papers. The Programme Learning Outcomes (PLOs) are also framed and there is direct link between them. The theory taught in the course shows the pre service teachers' cognitive attainment as the learning outcomes are linked with the Internal Examination Question Papers. The pre service teachers also completed the practical of the same course which is the professional attainment which is linked in the PLOs.

Eg. In the course BED 101 'Childhood and Growing Up', under unit III the theory part of the topic "Learning Styles" is taught where the pre service teachers' cognitive attainment is done and a board question comes for the examination. The same topic "Learning Styles" is considered by the pre service teachers to prepare internship lesson notes using VAK model where their professional attainment is observed.

In the CLOs the professor has a learning outcome like:

CLO2: - Describes the concept of the individual differences among the learners and caters to the need of diverse learners in the classroom with respect to different abilities, learning styles and

In the PLOs the learning outcome is given:

PLO5: Map out tasks for the classroom and use managerial and organizational skills for effective classroom management.

Thus the link between the PLOs and CLOs can be observed directly. In rest of the courses also the link can be found directly which shows that through the CLOs and PLOs, both cognitive and professional attributes are attained by the pre service teachers

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 67.07

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

Response: 55

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5

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

Response:

At the commencement of the programme the pre service teachers are expected to fill the form of Needs Analysis where they express their needs. These needs are considered by the college while planning the activities for the course. After each activity feedback is taken regarding that particular activity and also at the end of the year students' satisfaction survey is also conducted. If one goes through these feedbacks, s/he can compare and observe how the needs expressed by the pre service teachers at the commencement of the year are fulfilled.

Eg. In the need analysis form, few pre service teachers mentioned about the skill of using technology in the teaching learning process. A Value Added Course was conducted from 13/04/2023 to 22/04/2023 which is not a part of the B Ed Course syllabus. But the college conducts it every year to make the pre service teachers' techno savvy for effective teaching learning process. In the respective

feedback of the Value Added Course, pre service teachers were found satisfied.

One more need which was mentioned by the pre service teachers in the Need Analysis form was regarding the 'communication skill' and 'confidence to face the interview'. The students' satisfaction survey shows that the pre service teachers were satisfied as the micro teaching sessions and also few sessions conducted by the Placement Cell helped them to become more confident and prepared to face interview and also for effective teaching skills.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.6

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	.14	.49	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.4

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

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

Response: E. None of the above

3.2 Research Publications

3.2.1

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

Response: 0.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	06	00	00	00

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)

3.2.2

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

Response: 0.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	01	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	4	1

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2

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

Response: 11.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	0	0	17	0

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)

3.3.3

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

Response: 32.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	92	17	65	56

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.4

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

Response:

Schools Participating - All internship schools

Name of the teacher educator – All staff members (ACCER)

Names of participating students– All F. Y. B. Ed. students (2022-23)

Duration of the programme- 1/7/2023 to 30/7/2023

Title of the programme- Awareness Program on Sustainable Development for School Students by pre-service teachers

Nature of the programme – The concept of sustainable development is profound and relevant to all. Sustainable development considers present development with reference to future development needs. According to the 'Brundtland Report': Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. The Sustainable Development Goals were created by the United Nations and we are going to look at the 17 goals.

This programme involved following activities – exhibition, addressing students via PA system, presentation, poster competition, orientation, Sustainable Project – Clean Energy, demonstration of re use of plastic bottle etc.

Our pupil teachers completed the Awareness Program on Sustainable Development for school students by pre-service teachers. This outreach programme (project) was initiated to convey the sustainable development goals to students and it tried to inculcate the importance of sustainable development among the school students.

Programme Details

Internship programme – Duration 1/7/2023 to 30/7/2023

Awareness Program on Sustainable Development school students by pre-service teachers

(Outreach Program)

Group No	Name of the Group In charge	Name of the School	Name of the activity regarding awareness of sustainable development goals
1	Dr. Mohan Kamble	Sau. Susheelabai Veerkar High School, Pune	Climate change - ?????????? ????/ Precipitation scale measurement
2	Dr. Rajeshree Jaybhaye	Bharat English School and Junior College, Pune 05	Orientation and Poster Competition for awareness program for sustainable development goals
3	Dr. Prasad Joshi	Abhinav Vidyalaya Marathi Medium High School, Pune 04	Poster Presentation- subject- sustainable development goals
4	Dr. Seema Bhandare	Abhinav Vidyalaya English Medium Primary School	Sustainable Project – Clean Energy
5	Dr. Ulka Amale	Adarsha Girl's High School, Pune	Delivered lecture on goals of sustainable development by interns
6	Dr. Padmaja Kasture	Abhinav Vidyalaya Marathi Medium High School, Pune 04 (Morning shift)	Addressing students about sustainable development goals via PA system
7	Dr. Sharad Vishwasrao	Adarsha Girl's High School, Pune	Delivered lecture on goals of sustainable development
8	Dr. Sunanda Roy	Symbiosis Primary and Secondary School, Pune	Exhibition on – stepping stones to sustainable development goals
9	Dr. Gauri Varade	Abhinav Vidyalaya Marathi Medium High School, Pune 04	Awareness of sustainable goals through demonstration of Reuse of Plastic bottles

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)

3.3.5

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4.2

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

Response: 0

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

Response: 00

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

3.4.3

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

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. CCTV were installed. There is a provision of Generator.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document

4.1.2

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

Response: 80

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

Response: 4

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

Response: 5

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

4.1.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

Institution has adopted a Library Management System –Libworld developed by SVK Techno. The system was developed as per the requirements of Library. It's a customized Library Management System. All the required menus are included in LMS. Besides these, a unique feature is the inclusion accession of News Paper clippings in digital Forms. Required reports i.e. issue/return, bills, books pending etc. could be generated through this LMS.

All the books and reference books in the library are entered in the LMS and barcoded. The system itself generate barcode. Accessioning and processing of the books are carried out by using LMS.

The LMS is a web based, however it is available in a campus through LAN. Library user can use the OPAC of the Library in a campus.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

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

Response:

College has also developed a library portal by using Google Sites. The portal is developed by Librarian himself exclusively for B.Ed. Students. B.Ed. Syllabus, previous question papers e books of Indira Gandhi National Open University, Yashwantrao Chavan Maharashtra Open University, encyclopaedia, literature books from Project Guttenberg and other open databases were made available through authorized links. Also audio visual resources like lectures of experts or our teachers, demo lessons by students, lectures on research are also made available on this portal through You Tube Links. The Unique feature of this portal and of course of our institution is the availability of online resources. The resources on each unit and subunit according the SPPU syllabus for both the years i.e. First Year B.Ed. and second Year B.Ed. were searched, evaluated and the links of the same were made available to students and teachers in a well-organized manner. These resources are 1. Articles/book chapters; 2. Presentations and 3. Videos. The resources in each of these three forms for each unit and subunits are made available. The portal is also accessible through college website accer.in or independently. The link of the portal is shared with students and teaches. The record of visits to the portal is also maintained by using an online application Stat counter.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)

4.2.4

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

Response: 0.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
.60	.29	.03	.84	.69

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.2.5

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

Response: 5.88

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

Response: 115

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

Response: 231

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

Response: 299

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

Response: 126

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

Response: 270

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)

4.2.6

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

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

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Institute has 12 internet Desktop computers and 3 Laptops for academic administration and communication purpose. All the Desktop computers are interconnected through LAN and having Prepaid Broad Band Internet connection of 50 mbps. The router also facilitates Wi-Fi facility which is available on first floor of institute.

For students Institution has ICT Laboratory in shared basis which is run by our Sister Institute Adarsha Institute of Information Technology (AIIT). AIIT is in the same building and is having 65 computers interconnected through LAN and facilitated with Broadband Internet Connectivity. Students use this laboratory as per Time Table and also in their free time during office hours.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.57

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 50

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

Response: 50

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

4.3.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 17.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.68	.84	.59	6.50	1.80

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

4.4.2

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

Response:

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.

File Description	Document
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

5.1.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 22.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	19	15	15	13

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2

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

Response: 11.54

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

Response: 9

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

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

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 9.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	4	7	8	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

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	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	09	07	08	06

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

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.
- **Contribution in other areas** : Our alumni helps college in organization of other activities. In the academic Year 2021-22 a TET workshop organized in association with Alumni Association. In the academic Year 2022-23 Alumni were involved in the program Outcome based education. Also they act as judges for some of the competitions.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)

5.4.2

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

1.   **Motivating the freshly enrolled students**

2.   **Involvement in the in-house curriculum development**

3.   **Organization of various activities other than class room activities**

4.   **Support to curriculum delivery**

5.   **Student mentoring**

6.   **Financial contribution**

7.   **Placement advice and support**

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)

5.4.3

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	1	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

5.4.4

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

Response:

It is 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:-

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The 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	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

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	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)

6.1.3

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

Response:

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 respective committees 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	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Name of the activity: - **Collaboration with different agencies.**

Strategic Plan:- Keeping in line with our vision: -Teaching, Research and Extension through innovation and experimentation for achieving excellence and commitment in Teacher Education we decided to plan different activities under all these areas. Following were the activities organized in collaboration during

the year to make the strategic plan a success: -

Teaching: -The demonstration lessons for the first year students were conducted collaborating with the Alumni Association of the college.

The programme on Outcome based Education was organized collaborating with the Alumni Association of the college.

A value added programme was organized in collaboration with the NAANDI foundation for the girl students of the college.

Research:- The Faculty Enhancement Programme was organized in collaboration with the MIT ADT University for the research scholars.The Research paper reading competition was organized under the AURORA project in collaboration with the Adarsha Shikshan Mandali and International Centre, SPPU,

Extension: -The cleanliness drive was organized by collaborating with Blind School for girls in Pune. Awareness Programme on Sustainable development for school students was organized in collaboration with schools in the Internship Programme. A workshop was organized on Outcome based education in collaboration with the Alumni Association . A lecture on "Right and Laws for women was organized for our students in collaboration with the "under the Babasaheb Jaykar Vyakhyanmala

A State level debate competition was organized on the theme Productivity, Green Growth and Sustainability in collaboration with the PDPC, Pune.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

6.2.2

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

Response:

The 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	Document
Documentary evidence in support of the claim	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Annual e-governance report	[View Document](#)

6.2.4

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

Response:

For the effective functioning of the institution there are different committees which are working so as to work towards the vision and mission of the institution. There is the
college development committee, the IQAC, the Student Council, the Library committee, the research committee, the examination committee, the alumni association, etc. Basically since the college follows a decentralized process of working there is a democratic way in which the college functions. Each committee has its own designed objectives, directives and guidelines, based on which the committee members together make specific plans for implementation of the various activities during the year by aligning the academic and administrative aspects which helps to improve the overall quality of the functioning of the institution. The IQAC is one such committee which is basically involved in maintaining and enhancing the quality and standards of the various activities that are planned and organized in the college. During the academic year 2022-23 the IQAC meetings were held on:- 20 th July 2022, 8 th November 2022, 21 th February 2023 and 29 th May 2023. During these meetings various quality initiatives that need to be planned were discussed and finalized. This year collaboration was the focus and many different programmes were organized in collaboration. Lecture series on research was planned in the IQAC and it was organized in online mode through the research centre. Debate competition, Capacity building initiative, Outreach programme on sustainable development, Research paper presentation competition, communication skills workshop, etc. were some of the initiatives discussed during the meetings and which were successfully implemented during the year. Developing Communication Skills was one of the needs identified at the commencement of the year. Hence it was decided to organize a series of sessions on communication skills for the students. The first such programme was planned on 31 st July 2023. Two sessions were planned. The first session was conducted by Prof. Rajeshree Jaybhaye. She spoke about the meaning need and importance of effective communication. The second session was conducted as a workshop where students were engaged in group activities. This session was conducted by Prof. Seema Bhandare. The activity was based on experiential learning and focused on problem solving through effective communication. The most important outcome of the programme was that the sessions gave a live demonstration for making the communication effective. Further it helped to realize the importance of building relationships at work place especially in the context of the teaching profession. It also helped the students to realize the importance of emotional intelligence in the field of education. Last but not the least the programme helped to understand the roles of the teacher and how he needs to effectively communicate with different stakeholders.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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 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. Eg. This year we had organized a programme for the staff to train them on Academic and Administrative Audit and Outcome based Education.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)

6.3.2

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

Response: 1.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Certificate of membership	[View Document](#)

6.3.3

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

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	0

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)

6.3.4

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

any other similar programmes

Response: 33.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	2	03	03	04

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

6.3.5

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

Response:

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	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	**View Document**
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	**View Document**

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

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	Document
Report of Auditors of last five years signed by the Principal	**View Document**
List of audit objections and their compliance with seal and signature of the Principal	**View Document**

6.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3

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

Response:

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	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

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

2022-23 teaching learning process happened in the offline mode. On this background IQAC and through other mechanisms college has successfully organized National Level Online Lecture Series, various activities under CBHE project, workshop on Outcome Based Education, Effective Communication Skills, also organized two Value added courses for the students one was common to all and another was especially for final year Girl students to enhance employability skills in collaboration with Naandi Foundation. To promote research culture college has organized National Level Online Lecture Series. Also an Institutional Level Research Project. undertaken and completed

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2

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

Response:

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 2022-23, IQAC cell has organized four IQAC meetings, The IQAC meeting dates are 20th July 2022, 8th November 2022, 21st February 2023 & 29th May 2023.

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	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	7	7	7

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

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

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

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

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

Response:

Keeping with the vision and mission, the college has tried incremental improvements with
respect to each of the NAAC criteria.

Criterion I:- The college has started the M.Phil course and also is a recognized centre of the School of Open and Distance Learning of the Savitribai Phule Pune University. Various pedagogy courses, open courses and Value added courses have been introduced. The feedback mechanism includes feedback from alumni and even action research is undertaken for taking feedback of different courses.

Criterion II:- Extensive use of technology is done now in the teaching learning process. Different methods like team teaching, co-teaching, flipped classroom, seminar, group presentations have been introduced. Rubrics have been designed for assessment.

Criterion III:- Three of our staff members received grant for the MRP from UGC. Three institutional level projects have also been undertaken. Webinars and lecture series have been
organized. For research scholars research presentation competition has been organized. Essay writing competition for teachers of sister concerns has been organized. The staff
members have contributed in terms of writing books and publishing articles. The number of Ph.D guides of the college has increased.

Criterion IV:-The college has purchased new laptop, desktop, LCD projector, Xerox Machine, books, journals, library software and made quite a big addition to the educational
infrastructure of the college.

Criterion V:- The college organises counselling sessions for the students. Also different need based programmes and activities to make them aware of the latest trends in education are
organized. The placement of students has been increasing.

Criterion VI:- The management has given seed money for conducting action research projects. Also undertaking activities in collaboration with different agencies has been
encouraged. Staff has been promoted under CAS to Professor/ Associate Professor with the support extended by the management. Two non teaching posts have been filled. The
management supports the college to call people as visiting faculty and has also made appointments in the office from their funds.

Criterion VII:- The college has conducted a new best practice every year which is a unique feature. Also the college distinctiveness each year has been different. Thus the college is trying its best to achieve its mission and move towards its vision.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](View%20Document)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

ENGERGY POLICY OF THE INSTITUTE

Preamble: Energy plays an important role in any Institutional development. Energy requirement is a continuous and never-ending process. For educational institutes, energy is required for general and academic purposes. Energy management needs 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	Document
Institution energy policy document	[View Document](#)

7.1.2

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

Response:

Waste Management: Institutional Policy and Procedures:

Our college understands the importance of waste management and its effect on the environment. We are committed to minimizing waste. The Institution's waste management policy is as follows:

- All individuals (teaching, nonteaching and students) of the institution should practice minimum waste creation.
- All individuals (teaching, nonteaching and students) of the institution are entitled to reduce the production of any forms of waste inside the campus.
- Necessary actions have to be taken by the head of the institution to reduce the production, disposal and segregation of waste inside the campus.
- Use of separate containers to collect wastes of different nature i.e.,dry waste and wet waste shall be promoted in the institution.
- Use of plastic materials of any kind shall be reduced/ avoided in the classrooms, staffrooms and office rooms.
- For rough printouts, the blank side of previously printed paper (not of use) shall be utilized to avoid unnecessary wastage of printing paper.

The college has made arrangement of dustbins separate for wet waste and dry waste. There is also regular Coordination with the concerned dept of the Pune Municipal Corporation. Hence waste is disposed regularly in a proper manner. The college has also deployed of a worker on daily wages for waste management.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.3

Institution waste management practices include

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

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)

7.1.5

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

Response:

Cleanliness, Sanitation and Green Practices

The college believes in promoting and maintaining cleanliness. There are peons who are allotted floors to maintain cleanliness. The classrooms are cleaned regularly by the respective peons. A separate person is appointed to clean both Ladie's and Gent's toilets in the college. The college campus has plants and trees that are planted in front of the college, at the entrance near the gate. Potted plants have also been placed at various places inside the college building to provide a healthy environment. There is also a college circular stating the following:

All Teaching non-teaching staff and Students of both First and Second Year are hereby advised to follow green practices –

- The teaching, non-teaching staff and students who are medically fit and whose residence within 3

to 5 kms of the college, such staff members and students should consider to use Bicycles once a week or more according to their own abilities. It will help in reducing the parking problem in the campus. This in the long run will be a service for the nation.

- Do not use single use Plastic bags on campus. College has adopted a policy of environmental protection in line with the Government directives.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.7

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

Response: 0.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
.03	0	0	.036	.038

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)

7.1.8

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

Response:

A school in the local environment i.e., Abhinav Vidyalaya Marathi Medium High school, Pune was picked by the institution to undertake a community practice by making the school students aware about recycling local resources like plastic bottles. The title of the Programme was ??????????? ????? ?????????, ??????????? ???? ???????. The school students of all standard VIII divisions were selected by the school. The micro-teaching group under the guidance of Dr Gauri Ratnakar Varade conducted the community practice using locational knowledge and resources. The pre service teachers gave demonstration regarding the reuse of plastic bottles in the class room using the local language. They also showed a number of videos of the same. The students were given a time period of a week to prepare few models utilizing used plastic bottles. On 28/07/2023 the display of the students' work was done. From each standard three students were selected and given prizes. Students were made aware about the challenges to our environment due to the improper disposal by reclycling of plastic bottles and other plastic commodities. Such was the community practice which was done leveraging and influencing the local environment using locational knowledge and resources by the institution.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.9

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

    1.**Code of Conduct is displayed on the institution's website**

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

Response: B. Any 3 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Conservation of energy and sustainable development

The first Best Practice involved various impactful programs. First, an 'Enhancement of Active Citizenship and Democratic Values' program took place on July 27, 2022, facilitated by the International Centre of Savitirbai Phule Pune University in collaboration with the college, inviting foreign guests from Romania. They were Dr. Anca Ivana Nicoulau and Dr. Ecaterina Daniela.

This was followed by a state-level debate competition on the theme "Productivity, Green Growth, and Sustainability" on February 16, 2023. The event showcased the talent of B.Ed. and M.Ed. students from different colleges and universities. On May 16, 2023, an awareness program on 'Conservation of Energy Resources and Eco-friendly Lifestyle' was organized, attended by approximately 50 students and several professors.

Moreover, the college highlighted sustainable development through its themed magazine, featuring reports and articles related to sustainable practices.

Additionally, an outreach and awareness program on Sustainable Development was conducted during the

internship program in July 2023, aiming to expose pre-service teachers to the goals of Sustainable Development and encouraging them to plan and execute various awareness programs.

Best Practice 2: Outcome Based Education - Theory and Practice

Another best practice was based on 'Outcome Based Education- Theory and Practice'. It delt with the theoretical background of the Outcome Based Education and its classroom implementation. On 29th May 2023, the Research Centre and Alumni Association organized a program on 'Outcome Based Education,' led by the esteemed Principal, Dr. Lalita R. Vartak. The event featured two sessions: the first session by Dr. Gargee Mitra, Head of Symbiosis Schools Central Directorate, Pune, delved into the concept of Outcome Based Education. Following this, Dr. Ashwini Wadegaonkar, Assistant Professor at Symbiosis Teaching Learning Resource Centre (STLRC), discussed the practical implementation of Outcome Based Education in schools. The attendees comprised both pre-service teachers and the college's teaching staff.

To implement Outcome Based Education effectively, Dr. Lalita R. Vartak and the teaching staff meticulously outlined broad learning outcomes for all school subjects. This model served as a guide for pre-service teachers to craft their own broad learning outcomes.

Furthermore, the teaching staff meticulously formulated Course Learning Outcomes for the academic year 2022-2023. These were incorporated into the respective teaching staff's Course files, presented to Savitribai Phule Pune University during the moderation of the First-Year pre-service teachers' internal work. In preparation for the First-Year internal examination, each staff member aligned their question papers with the Course Learning Outcomes, providing the examination department with blueprints and answer keys for the internal examination question paper. These comprehensive initiatives highlight the college's commitment to holistic education and societal well-being.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The distinctive feature for the current year was "Collaboration". This was one area where the college has been trying to work on in line with its vision and mission. The focus of the activities of collaboration was enhancing the research skills of the students, enhancing the confidence and communication skills of students, creating awareness about rights of women and enhancing professional capacities. Th effort was to expand the scope of the learning experiences of the students and broaden their outlook. The college

has organized the following programs under collaboration:

1) Dr Babasaheb Jaykar lecture series: Women and Laws in collaboration with the Board of Extra Mural Studies, Savitribai Phule Pune University

2) Capacity building initiative on Research Methodology with MIT School of Education and Research (MIT SOER), MIT Art, Design and Techonology (MIT ADT) University,

3) State level Debate competition on the theme 'Productivity, green growth and sustainability celebrating India's G20 Presidency with PUne Divisional Productivity Council, Adarsha Shikshan Mandali

4) Value-Added Course- New Educator Program for Girls with NAANDI FOUNDATION.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Adarsha College is a Recognized Research Centre of the affiliating university Savitribai Phule Pune University. Through the research centre we run M.Phil. and Ph.D. programs in education. The Research Center provides the required support to the Research Scholars. A good collection of Books on Research is available in Library. College also organizes activities like Lecture series for the benefit of the Research Scholars.

Apart from the B.Ed. Two years program, M.Phil. and the Ph.D. programs, facility of education in distance mode is available in the college. Adarsha College is a Recognized Center of the School of Open and Distance Learning, Savitribai Phule Pune University, Pune since 2019. It serves as a platform for students to have contact with the coordinator, submission of assignments and distribution of learning material. Previously, the college had students enrolled for B.A., B.Com. and M.A., M.Com. programs. From the Academic Year 2022-23 the Adarsha College center accepts only students who pursue M.A. in education.

The college also organizes an Annual Prize Distribution function. In this function, as a source of motivation cash prizes are awarded to students who excel in both internal and the University Exams.

Concluding Remarks :

Adarsha Comprehensive College of Education and Research is a reputed Teacher Education Institute in Pune working over five decades with a purpose to provide Quality Teachers to the school system. The Institution has set the vision to be counted among Best Teacher Education Institutes in India. To accomplish this vision it has set the mission as 'Teaching, Research and Extension through Innovation and experimentation for Achieving Excellence and Commitment in Teacher Education.' In order to achieve its goal / vision, college has certain strengths like Qualified and Professional Management, Qualified and highly experienced staff, Enriched Library, Recognized Research Center, Strong network of practising schools. The College has a focus on providing Quality education. Additionally, the college adopts decentralized and participative pattern of working in which teachers were given flexibility to decide their own teaching methodology and evaluation process. To make the teacher learning process more reflective, teachers use participatory and collaborative teaching methodologies.

It is very important for us today to keep our faculty and the B.Ed students abreast of the latest developments occurring in the field of education and motivating them to adopt the same to remain a step ahead of their students in schools.   We are aware that to maintain and improve our standing among the student community we have to constantly innovate ourselves.

It is said

- **Past is EXPERIENCE**
- **Present is EXPERIMENT**
- **Future is EXPECTATION**

It is in our hands

- **To use our EXPERIENCES**
- **In our EXPERIMENTS**
- **To achieve our EXPECTATIONS**

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.2	**At the institution level, the curriculum planning and adoption are a collaborative effort;**
	
	Indicate the persons involved in the curriculum planning process during the last completed academic year
	
	1. Faculty of the institution
	
	2. Head/Principal of the institution
	
	3. Schools including Practice teaching schools
	
	4. Employers
	
	5. Experts
	
	6. Students
	
	7. Alumni
	
	    Answer before DVV Verification : A. Any 5 or more of the above
	    Answer After DVV Verification: B. Any 4 of the above
	  Remark : Input edited as per the supporting documents

1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through**
	
	1. Website of the Institution
	
	2. Prospectus
	
	3. Student induction programme
	
	4. Orientation programme for teachers
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: C. Any 2 of the above
	  Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44	44	51	27	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	44	50	27	19

2.4.3	**Competency of effective communication is developed in students through several activities such as**
	1. **Workshop sessions for effective communication**
	2. **Simulated sessions for practicing communication in different situations**
	3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
	4. **Classroom teaching learning situations along with teacher and peer feedback**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : Input edited as per the supporting documents
2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**
	1. **Teacher made written tests essentially based on subject content**
	2. **Observation modes for individual and group activities**
	3. **Performance tests**
	4. **Oral assessment**
	5. **Rating Scales**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. Any 3 or 4 of the above
	Remark : Input edited as per the supporting documents
2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**
	1. **Preparation of lesson plans**
	2. **Developing assessment tools for both online and offline learning**
	3. **Effective use of social media/learning apps/adaptive devices for learning**
	4. **Identifying and selecting/ developing online learning resources**

5. Evolving learning sequences (learning activities) for online as well as face to face situations

> Answer before DVV Verification : B. Any 4 of the above
> Answer After DVV Verification: C. Any 3 of the above
Remark : Input edited as per the supporting documents

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

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

> Answer before DVV Verification : A. Any 4 or more of the above
> Answer After DVV Verification: B. Any 3 of the above
Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	13	5	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	06	00	00	00

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	01	0	0	0

Remark : Input edited as per the supporting documents.

3.3.5	**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years** 3.3.4.1. **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	4	1 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0 | Remark : Input edited as per the supporting documents
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3.4.2	**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** 3.4.2.1. **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** Answer before DVV Verification : 6 Answer after DVV Verification: 00 Remark : Input edited as per the supporting documents
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : B. Any 5 of the above

	Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Input edited as per the supporting documents
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
18	29	20	25	23 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
05	09	07	08	06	 Remark : Input edited as per the supporting documents
5.4.2	**Alumni has an active role in the regular institutional functioning such as** 1. **Motivating the freshly enrolled students** 2. **Involvement in the in-house curriculum development** 3. **Organization of various activities other than class room activities** 4. **Support to curriculum delivery** 5. **Student mentoring** 6. **Financial contribution** 7. **Placement advice and support** Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Input edited as per the supporting documents
6.2.3	**Implementation of e-governance are in the following areas of operation** 1. **Planning and Development** 2. **Administration** 3. **Finance and Accounts** 4. **Student Admission and Support** 5. **Examination System**

6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 5 of the above

Remark : Input edited as per the supporting documents

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	4	5	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	2	03	03	04

Remark : Input edited as per the supporting documents

2.Extended Profile Deviations

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
177	193	176	169	156

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
167	186	175	169	157

2.2	**Number of Computers in the institution for academic purposes..** Answer before DVV Verification : 80 Answer after DVV Verification : 65