# YEARLY STATUS REPORT - 2020-2021

## Part A

## Data of the Institution

**1.Name of the Institution**
ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH PUNE

- Name of the Head of the institution
DR. LALITA RAJENDRA VARTAK

- Designation
PRINCIPAL

- Does the institution function from its own campus?
Yes

- Alternate phone No.
02025433084

- Mobile No:
9326415772

- Registered e-mail ID (Principal)
lvartak@rediffmail.com

- Alternate Email ID
adarshacollegepune@gmail.com

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

- City/Town
PUNE

- State/UT
MAHARASHTRA

- Pin Code
411004

**2.Institutional status**

- Teacher Education/ Special Education/Physical Education:
Teacher Education

- Type of Institution
Co-education

- Location                                            **Urban**

- Financial Status                                    **Grants-in aid**

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

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

- Phone No.                                          **7276017117**

- Alternate phone No.(IQAC)

- Mobile (IQAC)                                      **9860718428**

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

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

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

- Web-link of the AQAR: (Previous Academic Year)    https://secureservercdn.net/160.153.137.99/388.b94.myftpupload.com/wp-content/uploads/2022/06/AQAR-2019-20-ACCER.pdf

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

- if yes, whether it is uploaded in the Institutional website Web link:    https://secureservercdn.net/160.153.137.99/388.b94.myftpupload.com/wp-content/uploads/2022/06/AcademicCalender-2020-21-ACCER.pdf

## 5.Accreditation Details

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

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

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

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

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

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

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

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

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

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

- If yes, mention the amount

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

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

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

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

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

- Name of the statutory body

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

**14.Whether institutional data submitted to AISHE**

## Part A

## Data of the Institution

| 1.Name of the Institution | ADARSHA COMPREHENSIVE COLLEGE OF EDUCATION AND RESEARCH PUNE |
| --- | --- |
| • Name of the Head of the institution | DR. LALITA RAJENDRA VARTAK |
| • Designation | PRINCIPAL |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 02025433084 |
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| • City/Town | PUNE |
| • State/UT | MAHARASHTRA |
| • Pin Code | 411004 |
| 2.Institutional status | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | Grants-in aid |

| | |
|---|---|
| • Name of the Affiliating University | **SAVITRIBAIL PHULE PUNE UNIVERSITY** |
| • Name of the IQAC Co-ordinator/Director | **DR. PRASAD NARSINHA JOSHI** |
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| • Mobile (IQAC) | **9860718428** |
| • IQAC e-mail address | **pnj1968@hotmail.co.in** |
| • Alternate e-mail address (IQAC) | **1968jpn@gmail.com** |
| **3.Website address** | http://asm.org.in |
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| | |
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|---|---|---|
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| **10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** | **No** | |
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**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

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|---|---|

- Name of the statutory body

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

**14.Whether institutional data submitted to AISHE**

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

**15.Multidisciplinary / interdisciplinary**

**16.Academic bank of credits (ABC):**

**17.Skill development:**

| | |
|---|---|
| **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)** | |
| | |
| **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):** | |
| | |
| **20.Distance education/online education:** | |
| | |

## Extended Profile

### 2.Student

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

| File Description | Documents |
|---|---|
| Data Template | View File |

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

| File Description | Documents |
|---|---|
| Data Template | View File |

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

| File Description | Documents |
|---|---|
| Data Template | View File |

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

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.5Number of graduating students during the year | | **74** |
|---|---|---|
| File Description | Documents | |
| Data Template | [View File](#) | |

| 2.6 <br><br> Number of students enrolled during the year | | **100** |
|---|---|---|
| File Description | Documents | |
| Data Template | [View File](#) | |

## 4.Institution

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

## 5.Teacher

| 5.1 <br><br> Number of full-time teachers during the year: | | **10** |
|---|---|---|
| File Description | Documents | |
| Data Template | [View File](#) | |
| Data Template | [View File](#) | |

| 5.2 <br><br> Number of sanctioned posts for the year: | **13** |
|---|---|

## Part B

**CURRICULAR ASPECTS**

**1.1 - Curriculum Planning**

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

words

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

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

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

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

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

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

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

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

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

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

## 1.2 - Academic Flexibility

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

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

**30**

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

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

**1**

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

**2**

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

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

**178**

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

**178**

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

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

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

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

0

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

0

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

**1.3 - Curriculum Enrichment**

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

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

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

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

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

Indian as well as international and comparative perspective through:-

**Theoretical Inputs:-**

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

**Practical Inputs:-**

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

**Extension activities:-**

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

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

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

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

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

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

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

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

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

## 1.4 - Feedback System

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

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

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

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

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment of students during the year**

100

**2.1.1.1 - Number of students enrolled during the year**

100

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

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

51

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

51

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

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

**2**

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

**2**

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

## 2.2 - Honoring Student Diversity

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

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

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

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

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

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

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

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

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

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

**2.2.4 - Student-Mentor ratio for the academic year**

**20-1**

**2.2.4.1 - Number of mentors in the Institution**

**9**

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

## 2.3 - Teaching- Learning Process

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

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

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

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

**10**

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

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

**15**

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

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

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

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

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

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

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

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

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

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

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

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

**Maps and tried to develop creativity.**

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

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

## 2.4 - Competency and Skill Development

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

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

| | |
| --- | --- |
| **2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training** | **Eight /Nine of the above** |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**2.4.9.1 - Number of final year students during the academic year**

**78**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 2.5 - Teacher Profile and Quality

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

**10**

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

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

**9**

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

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

**Nil**

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

**209**

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

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

**The teaching staff tries to continuously update themselves by**

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

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

**2.6 - Evaluation Process**

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

| components in not more than 100-200 words |
|---|

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

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

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

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

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

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

**support Provision of answering bilingually**

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

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

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

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

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

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

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

## 2.7 - Student Performance and Learning Outcomes

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

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

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

## 2.7.2 - Pass percentage of Students during the year

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

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

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

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

**2.7.4 - Performance of outgoing students in internal assessment**

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

70

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

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

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

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

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

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

## RESEARCH AND OUTREACH ACTIVITIES

## 3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

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

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

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

**3.2 - Research Publications**

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

7

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

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

0

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| • First page of the published book/chapter with seal and signature of the Principal | **No File Uploaded** |
| E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

## 3.3 - Outreach Activities

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

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

1

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

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

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

**100**

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

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

**80**

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

**80**

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

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

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

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

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

0

| File Description | Documents |
| --- | --- |
| Data as per Data Template | *View File* |
| Appropriate certificates from the awarding agency | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

### 3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

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

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

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

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

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

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

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

3

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

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

0

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

## 4.2 - Library as a Learning Resource

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

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

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

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

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

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

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

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

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

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

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

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

**.34**

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

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

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

**0**

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

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

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

## 4.3 - ICT Infrastructure

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

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

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

**which is available on first floor of institute.**

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

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

## 4.3.2 - Student – Computer ratio during the academic year

**2: 1**

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

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

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

## 4.4 - Maintenance of Campus and Infrastructure

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

**.65**

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

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

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

**For maintaining Laboratory: -**

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

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

For maintaining Library: -

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

For maintaining Sports equipment: -

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

For maintaining Computers: -

The annual maintenance contract is made by the parent body

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

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

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

| **the two E-content development Online assessment of learning** | |
|---|---|

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

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

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template for the applicable options | **No File Uploaded** |
| Institutional guidelines for students' grievance redressal | <u>View File</u> |
| Composition of the student grievance redressal committee including sexual harassment and ragging | <u>View File</u> |
| Samples of grievance submitted offline | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Data as per Data template | <u>View File</u> |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | <u>View File</u> |
| Report of the Placement Cell | <u>View File</u> |
| Any other relevant information | **No File Uploaded** |

**5.2 - Student Progression**

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

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

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

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

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

**8**

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

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

**5**

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

**5.3 - Student Participation and Activities**

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

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

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

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

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

**14**

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

## 5.4 - Alumni Engagement

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

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

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

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

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

**Three/Four of the above**

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

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

**1**

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

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

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

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

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 - Institutional Vision and Leadership

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 6.2 - Strategy Development and Deployment

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

**Nil**

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

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

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

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

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

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

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

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

**Nil**

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

## 6.3 - Faculty Empowerment Strategies

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

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

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

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

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

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

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

0

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

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

1

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

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

**6**

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

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

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

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

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

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

## 6.4 - Financial Management and Resource Mobilization

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

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

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

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

**0**

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

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

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

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

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

## 6.5 - Internal Quality Assurance System

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

| 200 words |
|---|

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

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

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

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

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

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

**12**

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

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

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

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

Nil

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Preamble: Energy plays an important role in Institutional

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

Objectives of the Policy:

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

Policy Implementation:

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

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

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

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

Objectives of the Policy:

* To maintain clean environment in institutional campus by

**implementing effective Waste management.**

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

**Policy Implementation:**

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

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

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

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

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

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

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

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

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

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

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

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

**0.036**

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

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

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

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

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

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

## 7.2 - Best Practices

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

**Best Practice No 1**

**AAA Practice (Involvement Of Alumni In Academic Activities)**

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

**Context that required the initiation of the practice:**

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

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

**Objectives of the practice:**

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

**The Practice:**

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

- Involvement of the Alumni in curricular activities:

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

related to extra curricular topics.

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

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

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

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

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

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

Impact of Practice (1000 words):

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

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

**Resources required:**

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

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

**Best Practice No 2**

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

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

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

**Objectives of the practice:-**

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

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

The Practice: -

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

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

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

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

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

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

**also among our sister institutions.**

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

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

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

## 7.3 - Institutional Distinctiveness

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

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

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

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

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

[View File](#)