



Yearly Status Report - 2018-2019

Part A

Data of the Institution

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

Pincode	411004																		
2. Institutional Status																			
Affiliated / Constituent	Affiliated																		
Type of Institution	Co-education																		
Location	Urban																		
Financial Status	state																		
Name of the IQAC co-ordinator/Director	DR. PRASAD NARSINHA JOSHI																		
Phone no/Alternate Phone no.	02024321456																		
Mobile no.	7276017117																		
Registered Email	pnj1968@hotmail.co.in																		
Alternate Email	1968jpn@gmail.com																		
3. Website Address																			
Web-link of the AQAR: (Previous Academic Year)	https://asm.ac.in/wp-content/uploads/2021/02/A-3-AQAR-2017-18-Submitted.pdf																		
4. Whether Academic Calendar prepared during the year	Yes																		
if yes,whether it is uploaded in the institutional website: Weblink :	https://asm.ac.in/wp-content/uploads/2021/02/A-4-Academic-Calendar-2018-19-ACCER.pdf																		
5. Accrediation Details																			
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>B</td> <td>2.70</td> <td>2013</td> <td>05-Jan-2013</td> <td>04-Jan-2018</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	2	B	2.70	2013	05-Jan-2013	04-Jan-2018
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				Period From	Period To														
2	B	2.70	2013	05-Jan-2013	04-Jan-2018														
6. Date of Establishment of IQAC	15-Jun-2004																		
7. Internal Quality Assurance System																			
<table border="1"> <tr> <td>Quality initiatives by IQAC during the year for promoting quality culture</td> </tr> </table>		Quality initiatives by IQAC during the year for promoting quality culture																	
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Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Providing More subject Choice to Second Year Students	02-Jul-2018 180	56
Publication of Theme based College Magazine	30-Apr-2019 1	154
Strengthening Democratic Values	26-Jan-2019 3	19
Skill Development of B.Ed. students	19-Jan-2019 1	55
Skill development of School Teachers	06-Oct-2018 2	30
Project for School Students- To develop Self Study Habits	17-Jul-2018 7	100
View File		

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

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Adarsha Comprehensive College of Education and Research Pune	Quality Improvement Programme	Savitribai Phule Pune University	2018 265	55000
Adarsha Comprehensive College of Education and Research Pune	Dr. Jaykar Lecture Seires	Board of Extra Mural Studies, SPPU	2019 3	5000
Adarsha Comprehensive College of Education and Research Pune	Life Long Learning and Extension Programme	Department of Life long Learning and Extension, SPPU	2018 3	15000
View File				

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

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

4

The minutes of IQAC meeting and compliances to the

Yes

decisions have been uploaded on the institutional website															
Upload the minutes of meeting and action taken report	View File														
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No														
12. Significant contributions made by IQAC during the current year(maximum five bullets)															
Implementation of a Project for the Benefit of Marathi Medium School Students To Develop Self Study Habits															
E content Development Initiatives for School Teachers and B.Ed. students															
Organization of Workshop in collaboration with Department of Life Long learning and Extension, SPPU															
Publication of Theme based Magazine															
More subject choice for Second Year Students - For course 205															
View File															
13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year															
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14. Whether AQAR was placed before statutory body ?	Yes				
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Name of Statutory Body	Meeting Date				
IQAC	10-Jul-2019				
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No				
16. Whether institutional data submitted to AISHE:	Yes				
Year of Submission	2018				
Date of Submission	17-Dec-2018				
17. Does the Institution have Management Information System ?	Yes				
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	Our college has partial Management Information System. College maintains processing of daily financial transactions using Tally Software. Tally is also used for bank reconciliation statement and financial report generation. As institution is receiving grant in aid from Government, we use HTE Sevaarth software for processing salary online. Salary sheet for Teaching and Non teaching staff is prepared using HTE Sevaarth software. We maintain student data using MS Access. It is used for retrieval of student related data. Scholarship is processed using MAHA DBT facility. Calculation of tax based on salary is done using online tools. Library transactions are done using software.				

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

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

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

current year. Accordingly following is done for a well-planned curriculum delivery and its documentation: - Planning by staff: - 1. Staff members are assigned various theory courses - both core courses and specialized courses for both the years. 2. They prepare a course outline mentioning the teaching hours, learning hours and the assessment procedure. 3. They plan the details regarding practical work related to the course and design new scoring keys if necessary.

4. In-charge staff members are decided for the practical courses namely practicing for constructivist teaching and enhancing professional capacities for both the years. The staff members plan the outline for the courses, the requirements for the courses and the tentative schedule for the courses. 5. A tentative time plan to be followed during the year is proposed after deliberation and discussion by all the staff members . Orientation to students:-

1. At the beginning of the year the students are given General orientation of the entire B.Ed programme by a senior staff member. The students are given a detailed explanation of the syllabus, the nature of the various activities to be conducted and the assessment procedures to be followed. 2. This orientation is followed by a detailed orientation by every in-charge staff member about each of the courses. Commencement/Implementation of the sessions:-

1. After these orientation sessions the actual commencement of the session begins when weekly timetables are displayed to the students. 2. Precaution is taken to follow the decided time line. Review meetings:- 1. During the entire year review meetings are conducted as and when required to take a feedback on the actual conduct of the sessions, issues faced in implementing and modifications to be made if necessary. 2. These meetings also focus on designing and sharing the detailed timetable regarding the practical courses. 3. It also helps to analyze if the planned time line is being followed or not.

Year end meetings:- 1. The year-end meetings are the time when all the staff reflects on the year that passed by, the 'Aha' moments in it, the 'Dull' moments in it and also the time when there were lot of difficulties faced by them. 2. This is the time to thank all the staff members for their co-operation in successful implementation of the courses. 3. The staff members give a detailed written report regarding the course, department and activities they have planned and conducted during the year. This is useful in planning for the next academic year. Benjamin Franklin says "By failing to prepare, you are preparing to fail." Planning and implementation and re-planning is an important cycle in the learning and progression of any work. This is what we try to do at our institution.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

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

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

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

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

affiliated Colleges (if applicable) during the academic year.

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

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

	Certificate	Diploma Course
Number of Students	Nil	Nil

1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
0	Nil	Nil
No file uploaded.		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	Practice Teaching	154
BEd	Internship	154
View File		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Nil
Alumni	Nil
Parents	Nil

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

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

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEEd	Nil	100	100	100
View File				

2.2 – Catering to Student Diversity

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

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

2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
11	11	3	4	Nil	Nil
View File of ICT Tools and resources					
No file uploaded.					

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

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

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

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

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

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nil	NIL	Nil	NIL
No file uploaded.			

2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	Nil	First Year	03/05/2019	15/07/2019
BEd	Nil	Second Year	29/04/2019	15/07/2019
View File				

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

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

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

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

2.6 – Student Performance and Learning Outcomes

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

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

2.6.2 – Pass percentage of students

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

2.7 – Student Satisfaction Survey

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

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

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

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

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

Projects

[View File](#)

3.2 – Innovation Ecosystem

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

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

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	NIL	NIL	Nil	Nil
No file uploaded.				

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

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nil
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

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

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

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

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Adarsha Comprehensive College of Education and Research Pune	3	Nil
View File			

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

Department	Number of Publication
NIL	Nil
No file uploaded.	

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

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as	Number of citations
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					mentioned in the publication	excluding self citation
NIL	NIL	NIL	Nil	Nil	NIL	Nil
No file uploaded.						

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

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	Nil	Nil	Nil	0
No file uploaded.						

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

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

3.4 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
NIL	NIL	Nil	Nil
No file uploaded.			

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

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	Nil
No file uploaded.			

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

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
NIL	NIL	NIL	Nil	Nil
No file uploaded.				

3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
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NIL	NIL	NIL	0
No file uploaded.			

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

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NIL	NIL	NIL	Nil	Nil	0
No file uploaded.					

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

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	Nil	NIL	Nil
No file uploaded.			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

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

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

4.1.2 – Details of augmentation in infrastructure facilities during the year

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

4.2 – Library as a Learning Resource

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

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

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total

Text Books	8201	437017	396	63814	8597	500831
Journals	7	3500	Nil	Nil	7	3500
View File						

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

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

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

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

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

50 MBPS/ GBPS

4.3.3 – Facility for e-content

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

4.4 – Maintenance of Campus Infrastructure

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

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

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

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

Accordingly, the order is placed. The staff member also maintains the detailed register of these details. At the end of every year entries are made of any material broken or expired, etc. in the register. Procedure: - Along with the in-charge staff member one peon is assigned the duty of for issuing of the material specific during the stipulated time every day. One representative of student is also selected who assists the in-charge staff member in the work.

Library: - Policy: - There is a full time qualified and dedicated librarian in the college. He is in-charge of looking after the day to day working of the library. There is a library committee which decides regarding the purchase of books, activities to be conducted by the library, extension programs to be organized by the library, etc. The soft copy of the dead stock register is maintained in the library. The annual report of the department is taken at the end of the year. Procedure: - The committee meets at least twice a year to make a detailed plan and sanction for the various activities, purchase of books, etc. Review of the various programs and activities is taken and based on this feedback the further plan of action is proposed.

Sports equipment: - Policy: - One staff member is the in-charge for the Science laboratory. He/ She looks after the equipment. Procedure: - Usually the college celebrates sports week in the months of December-January which is considered while making the annual plan. Accordingly, once the dates are finalized during the staff meeting the detailed planning is made by the in charge. Both indoor and outdoor sports (individual as well as group) are conducted in which both girls and boys participate.

Computers: - Policy: - The maintenance of the computer lab is done by the Computer Division of the Adarsha Shikshan Mandali, centrally. There is also a staff member of the college who is the in-charge and a non-teaching staff member who assists him. Procedure: - The annual maintenance contract is made by the parent body. In case of any big purchase requirements the matter is placed by the in-charge staff member before the Principal. It is then placed before the College Committee for their sanction. In case of any minor equipment purchase the in-charge staff member and the Principal take the decision. Dead stock register is maintained by the office.

Classrooms: - Policy: - The Head Clerk and the Office Assistant of the college look after the department. They are in-charge for the cleanliness of the premises.

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

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

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

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

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

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

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

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

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

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

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
AVEMPS, SSVHS i Teac	28	6	Maharashtra Mandal, Walnut, DES other	Nil	9
View File					

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

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

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

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

Items	Number of students selected/ qualifying
Any Other	1
View File	

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

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

5.3 – Student Participation and Activities

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

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

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

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

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

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

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

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

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

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

Partial

6.2 – Strategy Development and Deployment

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

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

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

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

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

6.3 – Faculty Empowerment Strategies

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

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

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

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

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

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

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

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

6.3.5 – Welfare schemes for

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

6.4 – Financial Management and Resource Mobilization

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

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

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

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

6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

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

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

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

NIL

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

NIL

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

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

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

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

2018	Providing more subject choice for second year students	20/07/2018	02/07/2018	15/05/2019	7
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

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

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

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

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

7.1.3 – Differently abled (Divyangjan) friendliness

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

7.1.4 – Inclusion and Situatedness

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

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

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

7.1.6 – Activities conducted for promotion of universal Values and Ethics

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

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

Maintainence of Trees in campus

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1 Title of the Practice: Programme for pre-service teachers for teaching school subjects using 'ESA model' and their teaching competency

Objectives of the Practice: 1. To develop a programme for pre-service teachers for teaching school subjects using 'ESA model' and present it in a form of a product (handbook). 2. To implement the programme and take a feedback from the teacher educators and the pre- service teachers regarding the programme. 3. To evaluate the teaching competency of the pre-service teachers in terms of designing the lesson plans and classroom performance using rubrics and compare it with their reflections. The Context: The pre-service teachers after the 2017-2018 academic year, suggested in their feedback that 'Activity related to Experiential learning can be conducted in the college' and that 'Orientation and training regarding additional models of teaching' be organized for the students, which are beyond the prescribed B.Ed. syllabus. Hence, the Principal of the college, Dr. Lalita R. Vartak decided to develop a training programme for the first year B.Ed. students of the academic year 2018-2019 based on the Engage-Study-Activate (ESA) Model of teaching. This model is based on experiential learning. The practice was planned and implemented as a research project, which was also submitted to National Council of Educational Research and Training (NCERT) under 'Innovation in Teacher Education for Pre-service teachers.'

The Practice: ? Development of the programme: A programme was developed by the Principal of the college to train 30 pre-service teachers in using the ESA model of teaching during their school lessons. ? Finalization of the programme: Quantitative and qualitative feedback was taken from the experts (who were teacher educators) using the feedback sheet regarding the developed programme. The opinion score was calculated based on the quantitative analysis of the responses given by the experts and the programme was finalized. ? Implementation of the programme: The programme was implemented on the pre-service teachers over the period between December, 2018 to January, 2019. The programme included topic like: Background of the ESA model, Steps for implementation of the ESA model, Guidelines for developing lesson plans based on the ESA model, Sample lesson plan and details about rubrics used in the assessment of the developed lesson plans. ? Taking feedback and analysing the data: Feedback sheets, rubrics and reflection sheet were used to collect the data from the teacher educators and the participating pre-service teachers regarding the programme. ? Writing the report: The report of the entire programme was written and completed by March 2019. Highlights of the Best Practice: ? Suitable for all subjects: The programme included orientation and planning of lessons based on the ESA model of teaching which is very flexible and can be used to teach all school subjects. ? Beneficial for pre-service teachers: The language used during the training programme was opined by the participants as easy and simple to understand. The pre-service teachers found the programme very beneficial as there was a lot of activities involved. There was a good combination of theory and practice. ? Effective use of technology: The programme also trained the pre-service teachers in incorporating technology in the form of PowerPoint Presentations and Microsoft Word documents for preparing worksheets. The participants were also shown how to use multimedia while conducting lessons. ? Sequential presentation of the content: The programme was well planned over the period of two months with proper allocation of time to both the 'knowledge acquisition phase' and the 'skill acquisition phase'. ? Sample lesson plans: The sample lesson plans were very useful for the pre-service teachers to develop their own lesson plans using the ESA model. Evidence of success: ? The feedback obtained from the participating pre-service

teachers and the teacher educators showed that the programme developed for teaching school subjects using 'ESA model' was effective in developing the teaching competency of the pre-service teachers with respect to designing the lesson plans and their classroom performance. ? The participating pre-service teachers also developed lesson plans using the ESA model of teaching for their school lessons. They were able to conduct these lessons in various schools effectively. ? Principal, Dr. Lalita R. Vartak who conducted the training program and submitted the activity as a research project received an award for it from the National Council of Educational Research and Training, New Delhi.

Thus, the implementation of the training programme was recognised and appreciated at the National level also. ? In the following year, one of the pre-service teachers who was a participant in the training programme, Ms. Anisha Kotibhaskar a Second-Year student of the 2018-2020 batch, secured the second position winning a trophy, certificate and a cash prize of Rs. 2000/- in the 'Innovative Teaching and Learning Practices Contest' held at MIT ADT University's School of Education and Research in collaboration with Homi Bhabha Centre for Science Education on February 26, 2020. She had planned her lesson using the ESA model of teaching. Similarly, another participant and a Second-Year student of 2018-2020 batch, Ms. Tanaya Gokhale won the third position for 'Excellent Lesson Performance' and cash prize of Rs.500/- in a University Level Competition organized by Pratibha College of Education, Pune. Both these students used the ESA model and won prizes for their lessons at inter college competitions. Hence the training programme was a great success. Best Practice 2 Title of the Practice: Celebrating the philosophy of Nai Talim in education.

Objectives of the Practice: ? To orient the pre-service teachers to the background and concept of Nai Talim. ? To expose them to various classroom activities based on Nai Talim. ? To conduct college level activities and give the pre-service teachers a first-hand experience as learners following the principles of Nai Talim. ? To train them in conducting school lessons based on the principles of Nai Talim. ? To give the pre-service teachers an opportunity to interact with former students/Alumi of the college. The Practice:various activities conducted by the college to help the pre-service teachers get a wholesome experience of education based on Nai Talim were as follows: ? Essay writing competition: An essay writing competition was organized in which the pre-service teachers could write essays based on the life and philosophy of Mahatma Gandhi in English, Hindi and Marathi. ? Poster competition: The college conducted a Poster competition where the pre-service teachers could prepare posters based on the thoughts of Mahatma Gandhi. ? Quiz competition: A quiz competition based on the life of Mahatma Gandhi was organized by the college. The pre-service teachers participated in the quiz competition which dealt with the different thoughts of the Mahatma related to education and life. (The list winners of the competition are given in the College Magazine 'Reflections 2018-2019 Page No. 8-9). ? Gandhi Jayanti: Instead of inviting guest lecturers, the college gave opportunity to four of pre-service teachers to share their views on the thoughts and philosophies of Mahatma Gandhi. The celebration and the competitions were organised by the GMC Chairperson, Associate Professor Ulka Amale. ? Skits: The pre-service students enacted skits prepared on the philosophy of Nai Talim, during the co-curricular activity. This was performed by the pre-service teachers in their respective Micro teaching groups. Judges were invited from the schools of the sister concerns and the performances were assessed and evaluated. ? Educational visit: The pre-service teachers were taken to Aga Khan Palace where they were given a tour. The visit gave the pre-service teachers an idea of the main events in the life of Mahatma Gandhi. They also saw different artifacts which depicted the life of the Mahatma and his wife Kasturba Gandhi during their house arrest under the British rule. ? Lecture sessions: Two lecture sessions were conducted by the college. The resource persons were former students or alumni of the college. They were Dr. Gargee Mitra (Deputy Head, Symbiosis Schools Central Directorate) and Dr.

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

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

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

7.3 – Institutional Distinctiveness

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

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

Provide the weblink of the institution

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

8.Future Plans of Actions for Next Academic Year

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

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