YEARLY STATUS REPORT - 2022-2023

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?   **No**

- Alternate phone No.   **02025433084**

- Mobile No: **9326415772**

- Registered e-mail ID (Principal)   **adarshacollegepune@gmail.com**

- Alternate Email ID   **lvartak@rediffmail.com**

- Address   **47/16 Erandawane, Karve Road, Near Nal Stop, Opp Maharishi Karve Tel. Exchng.**

- City/Town   **PUNE**

- State/UT   **MAHARASHTRA**

- Pin Code   **411004**

2.Institutional status

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

- Type of Institution   **Co-education**

- Location **Urban**

- Financial Status **Grants-in aid**

- Name of the Affiliating University **Savitribai Phule Pune University**
- Name of the IQAC Co-ordinator/Director **Dr. Prasad Narsinha Joshi**
- Phone No. **9860718428**
- Alternate phone No.(IQAC) **02025433084**
- Mobile (IQAC) **7276017117**
- IQAC e-mail address **pnj1968@hotmail.co.in**
- Alternate e-mail address (IQAC) **1968jpn@gmail.com**

3.Website address
https://accer.in

- Web-link of the AQAR: (Previous Academic Year)
https://asm.org.in/wp-content/uploads/2023/02/2020-21-AQAR-ASM-WebUp-ACCER.pdf

4.Whether Academic Calendar prepared during the year?
Yes

- if yes, whether it is uploaded in the Institutional website Web link:
https://accer.in/650b1d68306e5235dc89e832_AcademicCalendar-2022-23-ACCER.pdf

5.Accreditation Details

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

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

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

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

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

- Upload latest notification of formation of IQAC   View File

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

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

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

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

- If yes, mention the amount

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

Collaborative Activities - State Level Debate Competition, Introduction of Value added Course, Workshop on Outcome based Education,

UGC Quality Mandate Activity - Induction Program - Selected Activities Outreach Activity - Sustainable Development Institutional Level Action Research Promotion of Research Culture - Organization of National Online National Level Lecture Series on Research in Education

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 Collaborative Activities	Introduced Value added Course - New Educator Program, Organization of State Level Debate Competiton, Organization of Workshop on Outcome based Education,
Continuation of Value added Course and Introduction of New Value added Courses	Value added Course E Content Development and New Education Program organized

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	18/12/2023

14.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
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• Name of the Head of the institution	**Dr. Lalita Rajendra Vartak**
• Designation	**Principal**
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• Mobile No:	**9326415772**
• Registered e-mail ID (Principal)	**adarshacollegepune@gmail.com**
• Alternate Email ID	**lvartak@rediffmail.com**
• Address	**47/16 Erandawane, Karve Road, Near Nal Stop, Opp Maharishi Karve Tel. Exchng.**
• City/Town	**PUNE**
• State/UT	**MAHARASHTRA**
• Pin Code	**411004**
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Co-education**
• Location	**Urban**
• Financial Status	**Grants-in aid**

• Name of the Affiliating University	**Savitribai Phule Pune University**
• Name of the IQAC Co-ordinator/Director	**Dr. Prasad Narsinha Joshi**
• Phone No.	**9860718428**
• Alternate phone No.(IQAC)	**02025433084**
• Mobile (IQAC)	**7276017117**
• IQAC e-mail address	**pnj1968@hotmail.co.in**
• Alternate e-mail address (IQAC)	**1968jpn@gmail.com**
3.Website address	https://accer.in
• Web-link of the AQAR: (Previous Academic Year)	https://asm.org.in/wp-content/uploads/2023/02/2020-21-AQAR-ASM-WebUp-ACCER.pdf
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• if yes, whether it is uploaded in the Institutional website Web link:	https://accer.in/650b1d68306e5235dc89e832_AcademicCalendar-2022-23-ACCER.pdf

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

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

04-04-2024 10:50:11

• 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	

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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	18/12/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	01/03/2024

15.Multidisciplinary / interdisciplinary

Higher and Technical Education department, Govt of Maharashtra has issued revised guidelines vide the Government Resolution dated 20 April 2023 regarding implementation of Credit framework and multidisciplinary approach. These guidelines are not applicable to Teacher Education Institutes in the Academic Year 2023-24. Adarsha College will implement Multidisciplinary / Interdisciplinary courses as and when Govt of Maharashtra will issue directions / guidelines to Teacher Education Institutes.

16.Academic bank of credits (ABC):

According to the affiliating university (SPPU) circular dated 15th October 2022, Adarsha College has encouraged students of the First and Second Year B.Ed. program to create ABC Id. All students of First and Second Year of B.Ed. program in the Academic Year 2022-23, who have appeared for University Exam, created Academic Bank of Credit accounts. College has submitted

ABC Id of the students to affiliating university.

17.Skill development:

Adarsha College always focuses on Skill Development of the students. Introduction of Open Course, Value added courses and activities focusing on skill development are some of the initiatives for skill development. From the Academic Year 2020-21 college has introduced a Value Added course titled 'E content Development / IT skills for Online Teaching'. This course is helpful to develop online teaching skills among students. In the Academic Year 2022-23 college has organized another Value added course titled New Educator Program only for female students of the Second year of B.Ed. Program. It was a collaborative activity between Adarsha College and Naandi Foundation (NGO). In the Academic Year 2020-21 college has offered an open course for B.Ed. II Yr students. The title of the course was Communication Skills. This course was Employability Enhancement Program. Apart from Value added courses college organizes sessions to develop communication skills. employability

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

College offers choice to select Marathi / Hindi as a Method of teaching for both First and Second Year B.Ed. students. From the Academic Year 2021-22, college has offered more choice for selection under the course BED 205 Additional Pedagogy Course and offered Sanskrit as a Method of teaching for B.Ed. II Yr students.

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

In the Academic Year 2022-23, Adarsha college has organized a workshop on 'Outcome Based Education' (OBE) on 29th May 2023. Also college has developed Course Learning outcomes(CLO) for Theory, Optional and Elective and Open course of the B.Ed, I Yr and B.Ed. II Yr. In order to further implement Outcome based Education, college has made changes in its Lesson Plan format and from A.Y. 2022-23 Lesson plan format for Integration Lessons has a space to write Learning Outcomes.

20.Distance education/online education:

Adarsha College is a Recognized Center of School of Open Learning (SOL), Savitribai Phule Pune University (SPPU) for M.A. Education Program in distance mode.

College has implemented B.Ed. I Yr. (F.Y.B.Ed.) and B.Ed. II Yr

(S.Y.B.Ed.) Program entire in online mode in the Academic Year 2020-21 & in the A.Y. 2021-22. entire curriculum transaction for B.Ed. II Yr (S.Y.B.Ed.), a part of the B.Ed. I Yr.(F.Y.B.Ed.) program and a Value Added Course has done in Online Mode. The trend of Online education continued in the Academic Year 2022-23 continued and college has offered One Value Added Course, the some courses viz. BED 209, 212 implemented in Online mode.

Extended Profile

1.Student

2.1	**177**
Number of students on roll during the year	

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

2.2	**100**
Number of seats sanctioned during the year	

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

2.3	**50**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

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

2.4	**82**
Number of outgoing / final year students during the year:	

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

2.5Number of graduating students during the year	**78**

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

2.6	**85**
Number of students enrolled during the year	

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

2.Institution

4.1	**15.90**
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	**80**
Total number of computers on campus for academic purposes	

3.Teacher

5.1	**10**
Number of full-time teachers during the year:	

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

5.2	**17**
Number of sanctioned posts for the year:	

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 capacity building courses and themes for co-curricular activities. It is in these areas that the institution focuses and tries to adapt to the local context / situation. The duration of terms and the list of holidays declared by the SPPU and the State Govt respectively are also considered while planning for the academic year. At the commencement of the academic year the feedback given by the previous year is deliberated upon including Internship, Needs Analysis report. The reports given by the respective heads of the departments are discussed. On the basis of this feedback planning for the activities in the curriculum is decided. Any innovative programme, seminars/ webinars/ workshops, etc. to be organized is also discussed. While Planning and implementing the curriculum we try to adhere to Academic Calendar.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	B. Any 5 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**A. All 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://accer.in/6519108dc097e0bd21c382b4_ PLO-CLO-ACCER-SSR.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

31

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

2

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

129

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

129

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

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
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 courses and specialized courses help to give a fundamental or coherent understanding regarding teacher education to the students. These courses help to develop a strong philosophical foundation towards the teaching profession and the subject they are going to teach. They help in providing the psychological insights for understanding the role, behaviour, attitudes, etc. of all those who are involved in the process of education. These courses are beneficial to understand the role of technology, nature of assessment and its various tools, the sociological foundations of education, the management of school system, etc. by the student. The practical work associated with each course helps the students to understand the practical implications of each of these courses. The courses in practicing for constructivist teaching learning help the students to apply the theory into practice. They realize how to use the various teaching skills, methods and techniques relevant to teaching of their subject, and along with these develop communication skills, negotiating skills, collaborative skills, etc. Thus these courses help the students to extrapolate what they have learnt and the competencies they have acquired in real life situations. The courses on enhancing professional capacities help to develop among students insights of the various roles they would have to play in school, develop in them an ability for critical thinking &

research mind. understand themselves better and develop entrepreneurship skills in them too.

File Description	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.**

Adarsha Comprehensive College of Education and

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	**Four 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, action taken and available on website**

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

85

2.1.1.1 - Number of students enrolled during the year

85

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

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

44

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

44

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

3

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

3

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

2.2 - Honoring Student Diversity

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

The college asks students to fill a proforma at the time of admission to First Year to identify the need of the students. Accordingly the institution plans and develops activities during the two years to help cater to the needs of the students. In the Academic Year 2022-23, colleges were working in offline mode. The admissions for First Year were delayed and it was happened in November / December 2022. At the time of admission college has asked students to fill up a Needs Analysis form. Through needs analysis college has assessed the needs of the students.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the	**Four/Three of the above**

institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

19.67

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.

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

File Description	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://sites.google.com/view/accerlibrary/e-books-for-b-ed?authuser=0
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

95

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**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	View File
Link of resources used	https://sites.google.com/view/accerlibrary/online-resources
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

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

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

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

B.Ed. programme syllabus designed in a way that it will nurture Creativity, Life skills, empathy etc

Course BED 208 – Reading and Reflecting on text: Students prepared Graphic Organizers / Mind / Concept Maps which are helpful to develop creativity.

Course BED 209 : Orientation sessions on the themes Life skills, Critical and Creative thinking, Empathy was organized and alsoactivity sessions like SWOT analysis, Presentations about Films and Videos and Life Stories, Facing an Interview were organized. From the activity films and videos students watched short film and presented Reflection on the same. In this way it

was attempted to develop thinking skills. Activity SWOT analysis helped to develop the life skill of Self Awareness and Critical Thinking

BED 212- Open Course – Enhancement of Active Citizenship and Democratic Values – Entire course focusing on development of Critical Thinking, Creative thinking skills, empathy etc. Under this course students prepared Social Action Plans which were helpful to develop Creative thinking skills.

Courses BED 111 (B) and BED 211: In these courses students have presented Group Activities. While preparing scripts for the said programmes students thinking and Intellectual skill and 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)	Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	**Eight /Nine of the above**

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

2.4.3 - Competency of effective communication is developed in students	**All of the above**

through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
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

Four of the above

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	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
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	One of the above

File Description	Documents
Data as per Data Template	View File
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	Four of the above

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

Internship program was systematically planned with following necessary steps:

Staff meeting in the institution is planned to focus following points -

- **Identification and selection of schools as per student teacher's needs, tentative months and weeks for internship, activities to be completed during internship, guidance for lessons, groupwise distribution of student teachers in the schools.**
- **After planning of internship program as per decisions taken in the staff meeting, the meeting of heads and teachers of the schools is organised by the in-charge staff member under the guidance of Principal in the college –**

Meeting of school principals and teachers to orient them about-

- **No. of students allotted in each school, duration of internship (no. of days and months), activities to be conducted during internship, role of school teachers during internship.**

Orientation for F.Y.BED and S.Y.BED by in charge at institution level – Following points are focused when detailed orientation about activities is given by in charge staff member-

Objectives,Activities during internship,Mode of assessment, Ethics / code of conduct in school.

Orientation for F.Y.BED and S.Y.BED students by the principal

On the first day before starting the internship program student teachers were oriented by the heads of the schools'

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

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

2.4.9.1 - Number of final year students during the academic year

82

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
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	**Seven/Eight of the above**

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

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

Two-year B.ED. syllabus of affiliating body Savitribai Phule university has given ample scope to monitor the performance of student teachers under the area-Practice for constructivist teaching learning. It contains teaching competencies like Microteaching, Integration, Simulation lessons, practice lessons and Internship programme. Adarsha college has very strong rigorous, systematic and well-planned monitoring mechanism in two parts –

Monitoring Mechanism (Simulated atmosphere)- Microteaching, Integration, Simulation, Innovative Lessons

Monitory Mechanism (Actual Engagement in the field) –

Practice lessons,

- Role of the teacher educators – Prepare timetable as per school time table. Check the principal's and school teacher's observation. Get the sign of college principal on timetable and submit to school before starting practice lessons. Give the guidance monitor and evaluate the lesson as per timetable.
- Role of the student teachers – Conduct the lesson and observe lessons of peers.

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

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

File Description	Documents
Documentary evidence in support of the response	[View File](#)
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) | **Four of the above**

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View File](#)
Two filled in sample observation formats for each of the claimed assessors	[View File](#)
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 | **Four of the above**

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

2.5 - Teacher Profile and Quality

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

10

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

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

10

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

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

256

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

256

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

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

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

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

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

2.6 - Evaluation Process

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

Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

According to the provision made in the Syllabus for B.Ed. Two years CBCS course, for Internal Evaluation following is the Plan of Action for Internal Evaluation –

For Core and Optional / Elective Courses - F.Y.B.Ed. and S.Y.B.Ed.

- For BED 101 to 107and BED 201 to 205 three activities are prescribed for each course. Out of three activities Two activities are mandatory and common to these courses viz – Practical Work and Internal Examination. For the third activity the option given to respective course teacher whether to conduct Tutorial or any other activity mentioned in the syllabus.

For Other Courses of F.Y.B.Ed and S.Y.B.Ed.

- For BED 108 to BED 112 andBED 206 to BED 212- Internal Evaluation is based on Observation of Students by Micro Group Incharge in School classroom during Internship and Practice Teaching sessions is followed. For the assessment of BED 111 B BED 211 Group Performance in Co curricular activity is considered for evaluation.

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

File Description	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	View File

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	Five 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	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

Adarsha Comprehensive College of Education and Research has a Grievance Committee where Dr Sunanda Roy is the secretary. In the year 2022-2023, the internal examination of S Y B Ed was planned on April 24, 2023 to April 28, 2023 from 10:00 AM to 1:00 PM. Student representative Ms Tanvi Gala informed the committee about an application Many students had their joining dates in schools which was clashing with the internal examination timings. After the discussion it is resolved that the timings of the internal examination would be shifted to 25th April, 2023 from 2:00 PM to 5:00 PM instead of from 10:00 AM to 1:00 PM. Student representative Ms. Janhavi Wadke informed the committee about an application submitted by the first year students to allow them to give their tutorial on Wednesday, 14th and Thursday 15th June, 2023 instead of Monday 12th June 2023. As the roads are blocked during the Pandharpur Palkhi Procession, these students were unable to attend the college on the Monday 12th and Tuesday 13th June, 2023. After the discussion it was decided to permit these students to give their tutorials on the dates they required for. In this manner the problems of the students were solved by the Grievance Committee.

File Description	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.

College implements syllabus prescribed by SPPU (affiliating university). Academic Calendar is adhered while implementing each and every activity of each course. Following is the process of planning academic calendar for the conduct of Internal Evaluation:

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

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

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

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - 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 college has framed the Program Learning Outcomes (PLO) on the basis of the Graduate Attributesgiven in the NPE, 2020. The professors who teach the various courses included in the II year B. Ed. program have also framed the Course Learning Outcomes (CLO) related to their respective courses. This has been done taking into consideration the units that have been included in the 2 year

B.Ed. revised syllabus of 2015. Further CLOs have been aligned and mapped with the PLOs by the professors. A table is used to map the CLOs with the PLOs using the 3 as 'fully met', 2 as 'partially met' and 1 as 'poorly met'. Finally an average for each PLO related with the CLOs is calculated. Also all the professors link the CLOs with the internal examination question paper. In this way the institution ensures alignment of stated PLOs and CLOs with the teaching learning process.

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

2.7.2 - Pass percentage of Students during the year

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

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

The staff as well as the pre service teachers got the training about the PLOs and CLOs and started implementing in regular practice. The professors framed their Course Learning Outcomes (CLOs) and also mapped them in the Internal Examination Question Papers. The Programme Learning Outcomes (PLOs) are also framed and there is direct link between them. The theory taught in the course shows the pre service teachers' cognitive attainment as the learning outcomes are linked with the Internal Examination Question Papers. The pre service teachers also completed the practical of the same course which is the professional attainment which is linked in the PLOs. Eg. In the course BED 101 'Childhood and Growing Up', under unit III the theory part of the topic "Learning Styles" is taught where the pre service teachers' cognitive attainment is done and a board question comes for the

examination. The same topic "Learning Styles" is considered by the pre service teachers to prepare internship lesson notes using VAK model where their professional attainment is observed. In the CLOs the professor has a learning outcome like: CLO2: - Describes the concept of the individual differences among the learners and caters to the need of diverse learners in the classroom with respect to different abilities, learning styles and In the PLOs the learning outcome is given: PLO5: Map out tasks for the classroom and use managerial and organizational skills for effective classroom management.

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

2.7.4 - Performance of outgoing students in internal assessment

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

55

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.

At the commencement of the programme the pre service teachers are expected to fill the form of Needs Analysis where they express their needs. These needs are considered by the college while planning the activities for the course. After each activity

feedback is taken regarding that particular activity and also at the end of the year students' satisfaction survey is also conducted. If one goes through these feedbacks, s/he can compare and observe how the needs expressed by the pre service teachers at the commencement of the year are fulfilled. Eg. In the need analysis form, few pre service teachers mentioned about the skill of using technology in the teaching learning process. A Value Added Course was conducted from 13/04/2023 to 22/04/2023 which is not a part of the B Ed Course syllabus. But the college conducts it every year to make the pre service teachers' techno savvy for effective teaching learning process. In the respective feedback of the Value Added Course, pre service teachers were found satisfied.

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

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://docs.google.com/forms/d/1DXZl1JSgSlaQBLBvX5VIFtNF-0rKGJb8AncW3_PojAk/edit

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
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

21

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

7

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

3.3 - Outreach Activities

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

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

2

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

78

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

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

50

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

50

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.

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

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

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

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

Schools Participating - All internship schools

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

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

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

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

4

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
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. CCTV were installed. There is a provision of Generator.

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

4

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	https://accer.in/facilities#ict
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	[View File](#)
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.

Institution has adopted a Library Management System –Libworld developed by SVK Techno. The system was developed as per the

requirements of Library. It's a customized Library Management System. All the required menus are included in LMS. Besides these, a unique feature is the inclusion accession of News Paper clippings in digital Forms. Required reports i.e. issue/return, bills, books pending etc. could be generated through this LMS. All the books and reference books in the library are entered in the LMS and barcoded. The system itself generate barcode. Accessioning and processing of the books are carried out by using LMS. The LMS is a web based, however it is available in a campus through LAN. Library user can use the OPAC of the Library in a campus.

File Description	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/home
Any other relevant information	**No File Uploaded**

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

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

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
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	**Two of the above**

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

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

0.82

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

115

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	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1ZUX5gCGoK OgloezWOTNXlDXyq2mBspw_/view
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	Two of the above

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

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

File Description	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

2.57

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	View File
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS)

Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://www.youtube.com/@DrSunandaSRoy
Any other relevant information	View File

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)

1.68

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 Laboratory, Library, Sports equipments

Policy: - One staff member is the in-chargeof each facility.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 / attendant is assigned the duty of for issuing of the material / books equipments specific during the stipulated time every day. One representative of student is also selected who assists the in-charge staff member.

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 nonteaching staff who assists him.

File Description	Documents
Appropriate link(s) on the institutional website	https://accer.in/65129e27b36f35995200d6b8_ Maintenance%20Policy.pdf
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of 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	**A. All of the above**

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

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

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

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
28	80

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	No File Uploaded
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)

17

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

18

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 and it plays vital role in institutional development.One of the alumni acts as a Secretary of the Association. 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 and co curricular activities of the college 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) forAdditional Pedagogy Course BED 205 - HindiDr. Surendra Herkal Participation in Developing Teaching Competency of First year students - Presentation of subject related integration lessons. Alumni presentsDemonstration lessons according to methods of teaching. Alumni association and college jointly identifiesthe past students who have shown bright performance and having an ability to conduct lessons. Contribution in other areas : Our alumni helps college in organization of other activities. In the academic Year 2022-23 Alumni were involved in the program Outcome based education. Also they act as judges for some of the competitions.

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

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

File Description	Documents
Documentary evidence for the selected claim	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

2

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 are great role models for current students and are often well placed to offer practical support to students. The institution tries to use the expertise of their alumni to help in nurturing special talents. It is also very useful in developing a bond between the alumni, institution and the current batch of students. We try to involve our alumni in different co-curricular activities and extracurricular activities for this purpose. The alumni become an effective support system in the following manner:-

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Vision of the college is 'To be counted among the best teacher education colleges in India.' The Mission of the college is 'Teaching, Research and Extension for innovation and experimentation for achieving excellence and commitment in teacher education.'The institution has adopted the Consultative leadership wherein the process of consultation between the teachers, non-teaching staff and students is done before the decisions are finalized. The teaching staff, nonteaching staff and students are nominated / appointed on the various committees involved in the preparation of the perspective plan of the institution every year. Representation is also given to the non-teaching staff to get inputs regarding the procedural and financial technicalities to be considered while making the final decisions. The Students Council is also formed in our institution in a democratic manner and in

such a way that representation is given to a student from each of the micro-groups. They work in cooperation and consultation with the respective staff member during the year. This process facilitates effective participation, equal representation, and a uniform opportunity to participate in the decision making during organization of the various activities during the year.

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

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

To move towards achieving successful and effective implementation of its academic and administrative functions the institution adopts a decentralized process of governance. Hence we have teachers, students and non-teaching staff on various decision making bodies of the institution. We take into consideration the various academic and administrative activities which we have to perform during the year. To prepare it we follow a needs based planning. We nominate staff members as heads to look after the functioning of the various departments of the institution. The report given by these respective staff members for the previous

year and the feedback of the students is considered very important while planning for the next year. During the various meetings of the decision making bodies the relevant aspects are discussed and a plan is developed for the coming year. In this way participation is sought of all the concerned stake holders in the planning of the activities of the institution. For eg. The heads and supervisors of the schools are involved while planning for internship, the staff members and the representatives of the students on the Students Council, together plan for the various activities. IQAC looks after the total feedback of the various activities.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

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

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

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

Name of the activity: - Collaboration with different agencies.

Strategic Plan:- Keeping in line with our vision: - planned different activities organized in collaboration during the year to make the strategic plan a success: -

Teaching: -The demonstration lessons for the first year students, the programme on Outcome based Education were conducted with the Alumni Association of the college. A value added programme was organized with the NAANDI foundation for the girl students of the college.

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

Extension: -Organized following activities in collaboration with other institutes / agencies -

The cleanliness drive with Blind School for girls in Pune.

Awareness Programme on Sustainable development for school students with schools in the Internship Programme.

A workshop was organized on Outcome based education with the Alumni Association .

A lecture on "Right and Laws for women with the "under the Babasaheb Jaykar Vyakhyanmala

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

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://accer.in/6513c80cb8b34f0ba1a94d50_Strategic%20Plan%20For%20The%20Year%20-2022-23.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

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

File Description	Documents
Link to organogram on the institutional website	https://accer.in/650b1d29f8cb06609d23889e_InstiOrganogram-ACCER.pdf
Documentary evidence in support of the claim	View File
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 | Five/Six 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.

For the effective functioning of the institution there are different committees which are working so as to work towards the vision and mission of the institution. There is the college development committee, the IQAC, the Student Council, the Library committee, the research committee, the examination committee, the alumni association, etc. Basically since the college follows a decentralized process of working there is a democratic way in which the college functions. Each committee has its own designed objectives, directives and guidelines, based on which the committee members together make specific plans for implementation of the various activities during the year by aligning the academic and administrative aspects which helps to improve the overall quality of the functioning of the institution. The IQAC is one such committee which is basically involved in maintaining and enhancing the quality and standards of the various activities that are planned and organized in the college. During these meetings various quality initiatives that need to be planned were discussed and finalized. This year collaboration was the focus and many different programmes were organized in collaboration.

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

6.3 - Faculty Empowerment Strategies

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

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

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

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

Special programmes: The institution organizes workshops, seminars, webinars, discussions, lecture series, etc. to help them keep themselves updated and helps to look into the situational needs of the staff. These programmes also help them to interact with experts and share their views with others. Eg. This year we had organized a programme for the staff to train them on Academic and Administrative Audit and Outcome based Education

File Description	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

1

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

2

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

8

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

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

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

PBAS: The college follows the performance appraisal methodology as prescribed by the UGC and the State govt. and which is a mandatory requirement for CAS for promotion. This annual performance appraisal report is put before the IQAC and is kept ready after assessment of all the documents presented before the committee by the respective staff member. This helps in appraisal of the teacher w.r.t. their

assigned duties both academic and co-curricular as well as their participation in research and extension activities.

Confidential Reports: The Principal maintains the CR of the teaching and the non-teaching staff of the college. The CR of the Principal is maintained by the Hon. Secretary, Adarsha Shikshan Mandali.

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

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

6.4 - Financial Management and Resource Mobilization

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

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

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

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

0

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

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

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

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

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
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 the Academic Year 2022-23 teaching learning process happened in the offline mode. On this background IQAC and through other mechanisms college has successfully organized National Level Online Lecture Series, various activities under CBHE project, workshop on Outcome Based Education, Effective Communication Skills, also organized two Value added courses for the students one was common to all and another was especially for final year Girl students to enhance employability skills in

collaboration with Naandi Foundation. To promote research culture college has organized National Level Online Lecture Series. Also an Institutional Level Research Project. undertaken and completed

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

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

In Adarsha Comprehensive College of Education and Research, review of Teaching Learning Process is a Regular activity. Normally this process reviewed in a staff meeting and it is discussed in IQAC meetings. In the academic year 2022-23, IQAC cell has organized four IQAC meetings, The IQAC meeting dates are 20th July 2022, 8th November 2022, 21st February 2023 & 29th May 2023.

In the staff meeting advance planning of course related activities is discussed in the presence of all staff members. After suggestions of the staff members, monthly planning finalizes. Again in the next staff meeting, we review the progress of curriculum delivery and if necessary we modify our plans suitable with local needs.

File Description	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

10

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://accer.in/654a3a0839cad3b9c60d0259_IQAC-MeetingMinutes-2018-2023%20%281%29_compressed.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://accer.in/6541ef6bf4daca29808ecc35_AQAR%20-%202018%20to%202022%20-Merged.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

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

Criterion II:- Different methods like team teaching, co-teaching, flipped classroom, seminar, group presentations have been introduced. Rubrics have been designed for assessment.

Criterion III:- institutional level projects have also been undertaken. Organization ofresearch presentation competitionfor research scholars. essay writing competition for teachers of sister concerns.The number of Ph.D guides of the college has increased.

Criterion IV:-The college has purchased new laptop, desktop, LCD projector, books, journals.

Criterion V:- The placement of students has been increasing.

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

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

File Description	Documents
Relevant documentary evidence in support of the claim	View File
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.

ENGERGY POLICY OF THE INSTITUTE

Preamble: Energy plays an important role in any Institutional development. Energy requirement is a continuous and never-ending process. For educational institutes, energy is required for general and academic purposes. Energy management needs to focus on Effective use of Energy with minimum cost and without compromising with daily requirement.

Objectives of the Policy:

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

Policy Implementation:

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

File Description	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.

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Waste Management: Institutional Policy and Procedures:

Our college understands the importance of waste management and its
effect on the environment. We are committed to minimizing waste.
The Institution's waste management policy is as follows:
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- **All individuals (teaching, nonteaching and students) of the institution should practice minimum waste creation.**
- **All individuals (teaching, nonteaching and students) of the institution are entitled to reduce the production of any forms of waste inside the campus.**
- **Necessary actions have to be taken by the head of the institution to reduce the production, disposal and segregation of waste inside the campus.**
- **Use of separate containers to collect wastes of different nature i.e.,dry waste and wet waste shall be promoted in the institution.**
- **Use of plastic materials of any kind shall be reduced/ avoided in the classrooms, staffrooms and office rooms.**
- **For rough printouts, the blank side of previously printed paper (not of use) shall be utilized to avoid unnecessary wastage of printing paper.**

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

Cleanliness, Sanitation and Green Practices

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

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

- **The teaching, non-teaching staff and students who are medically fit and whose residence within 3 Page 97/104 14-10-2023 06:56:21 to 5 kms of the college, such staff members and students should consider to use Bicycles once a week or more according to their own abilities. It will help in reducing the parking problem in the campus. This in the long run will be a service for the nation.**
- **Do not use single use Plastic bags on campus. College has adopted a policy of environmental protection in line with the Government directives.**

File Description	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 | **Two of the above**

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

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

.03

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

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

File Description	Documents
Documentary evidence in support of the claim	View File
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	**B. Any 3 of the above**

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

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

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

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

This was followed by a state-level debate competition on the theme "Productivity, Green Growth, and Sustainability" on February 16, 2023.On May 16, 2023, an awareness program on 'Conservation of Energy Resources and Eco-friendly Lifestyle' was organized.Moreover, the college highlighted sustainable development through its themed magazine, featuring reports and articles related to sustainable practices.Additionally, an

outreach and awareness program on Sustainable Development was conducted during the internship program in July 2023,

Best Practice 2: Outcome Based Education - Theory and Practice

On 29th May 2023, organized a program on 'Outcome Based Education,The event featured two sessions: the first session by Dr. Gargee Mitra, delved into the concept of Outcome Based Education. Following this, Dr. Ashwini Wadegaonkar, discussed the practical implementation of Outcome Based Education in schools.

The teaching staff formulated Course Learning Outcomes for the academic year 2022-2023. and aligned their question papers with the Course Learning Outcomes.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

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

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

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

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

3) State level Debate competition on the theme 'Productivity,

green growth and sustainability celebrating India's G20 Presidency with Pune Divisional Productivity Council, Adarsha Shikshan Mandali

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

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File