SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ASHOKA EDUCATION FOUNDATION'S ASHOKA COLLEGE OF EDUCATION

PLOT NO 4 SURVEY NO 8/1B/2 ASHOKA MARG, ASHOKA NAGAR WADALA
SHIVAR NASHIK
422006
www.aef.edu.in/ace/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ashoka College of Education is a college at Nashik, which is offering 4 years Integrated B.A.B.Ed & B.Sc.B.Ed. courses. It is affiliated to Savitribai Phule Pune University, Pune and is recognized by National Council of Teacher Education (N.C.T.E.) and Govt. of Maharashtra. The institute was established in 2008. It is first college who get affiliation from Savitribai Phule Pune University, Pune for B.A.B.Ed and B.Sc.B.Ed. course. It prepares students for a Bachelor degree of Arts (B.A.) /Science (B.Sc.) & Education (B.Ed.). It is a private, permanently unaided minority college.

It has completed 14 years of service. It was started with the sole purpose of creating well trained techno savvy teachers with sound subject knowledge who would be familiar with the latest methodology of teaching. ACE is committed to impart need based, practical education to the students. It believes in holistic development of students.

ACE believes in creating teachers who are strongly rooted in Indian culture. Students can continue with their further study of M.A., M.Sc., and further research. It provides value based innovative education and endeavours to create responsible citizens who are aware of the multiculturalism of Indian society.

ACE is known to provide the best of facilities for its students. It is blessed with a conducive environment keeping in mind the need of the present with a futuristic outlook. It has a pleasant ambiance. Other infrastructural facilities include a spacious Multipurpose Hall, Seminar Hall, Practical lab, staff room, Psychology lab, playground etc. Within a very short span of time, it has made a name for itself due to its belief in providing quality education. It has got ISO 9001: 2015 Certification.

On successful completion; student gets awarded with B. A / B.Sc. B.Ed. degree, which has equivalence to the plain B A/B.Sc. and B. Ed. both. Ashoka College of Education is having excellent placement track record because of soft skill training programs and practicing research oriented teaching & learning methods.

Vision

Excellence in Teacher Training Education through need based, practical education with holistic approach for self-exploration and global citizenship with deep rooted ethos of Indian culture.

Mission

The mission of ACE is to help to create excellent teachers through innovative teaching learning strategies, skill development with the effective use of technology in an educational, social environment that values diversity, individuality, and mutual respect for Indian society, nation and world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength

- Effective and supportive management
- **Ashoka College of Education is unique College which** offers 4 years integrated B.Sc.B.Ed. & B.A.B.Ed. courses.
- Effective teaching learning methods earned Gold Medals at University level.
- Receptive and Interactive classroom environment.
- Well-equipped Laboratories
- Emphasis on student centric Education
- Emphasis given on Need based learning to bridge the gap between School requirements and academia.
- Association Internationale des etudiants en sciences economiques et commerciales (AIESEC) program which provides a platform for young people in different universities and colleges, by going on an international internship and/or by joining various local chapters. The college has signed MoUs and has collaboration with them.

- Educational visits and Industrial Visits to give real time exposure for students.
- Awards scholarships for the Economically weaker meritorious students as per its policy and norms.
- Students actively participate at University, National, International Level competitions.
- Student Mentorship Program
- Ashoka Mentorship program in which selected students are trained into a competent Educator.
- Effective Training and Placement department.
- ICT updated classrooms and effective use of all ICT.
- Inter-Library Loan Facility with Yashwantrao Chavan Maharashtra Open University.
- Digital connects in Library.
- Must sought after Education College for employing teachers by various schools in and around Nashik.

Institutional Weakness

- Lacking in Research and IPR activities.
- Less admission for course

Institutional Opportunity

- Scope to develop add-on courses.
- Strengthening Research Cell
- Promotion of Course to maximum people.
- Alumni involvement in various teaching learning activities and organizing various educational sessions.

Institutional Challenge

- 100 percent admissions for course by making the course more popular.

- Developing research attitude among students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Ashoka College of Education ensures effective curriculum delivery through a detailed Academic Calendar and Micro plans. Academic calendar sets the timeframe for completion of syllabus. We discuss different activities in Term begining Meeting and take inputs from members and plan according to them. We are also giving opportunity to student representative of student council members for their views for **Curriculum planning** of Academic Calendar. The institution starts the Term with the orientation programme. Orientation programme are arranged separately for teachers and students. The Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution are explained to all teachers and students in Faculty Orientation Program & Student induction program respectively. Micro plan helps teachers to execute their lecture and implement proper teaching methodology. Students are offered **Academic Flexibility** in selecting Specialisation disciplines such as Chemistry, Physics, Botany, Zoology, Mathematics, Geography, and English. Students select optional and elective subjects. The Concurrent evaluation procedure guarantees that students' academic achievement is systematically examined and reviewed. Elite & Remedial Club continuously works for the betterment of students. Zoo Hub, Physfest, field visit and other activities are organised to instil a scientific attitude in Students. For **Curriculum Enrichment**, the Master timetable efficiently deploys units of time for academic and co-curricular purposes, such as theory, practical, Practicum, Computer & Library Period for self & Value added courses, Sports Period for physical development of students, and so on. As a result, a balance between the various types of interaction in which a student is required to participate is maintained. Various values are inculcated through daily Reflective Assemblies, lectures, student seminars, Educational visits & Excursions. Experts sessions, CTET, TET workshops are arranged under competitive exam cell, Training and placement calendar is formed and accordingly it is conducted. Parent-Teachers' meeting is also held in each term. **Feedback** is taken from various stakeholders like Teachers, Students, Employer, Practice Teaching Schools & alumni. The received input is analysed for future planning.

Teaching-learning and Evaluation

Ashoka College of Education provides an opportunity to students to obtain Dual degree in four years, to get admission Students need to appear MH-CET entrance examination which is conducted by State Government having transparent and well-administered mechanism. Students belonging to Minority, SC/ST/OBC along with different Socio-economic, Cultural and Educational backgrounds have an equal opportunity to get admission. Institute offers academic as well as financial support to students such as scholarship by state & Central Govt. along with Meritorious Scholarship for needy students by Management.

Teacher adopts multiple modes of teaching to cater needs of students like experimental learning, Participative learning, group methods, cooperative strategy, Seminar method, Flipped Classroom, Team Teaching, Blended Learning, Peer Group-Practicum etc. for honouring student's diversity heterogeneous groups are formed in classroom. Students are encouraged to use ICT support for learning as well as practice teaching. College takes various initiates for student development.

The college mechanism ensures that the stake holders of the college are aware about the evaluation processes. It

includes Result analysis, subject teacher commitment of result along with Plan of Action. As per SPPU guidelines, examination & evaluation system is prepared. It consists of Internal Examination calendar, Examination Pattern and Assessment System. Internal Examination committee had been formulated by the college. It maintains complete transparency in the internal assessment. The evaluation criterion adopted by college are prescribed by SPPU. The grievances regarding evaluation in both internal and University examinations are redressed as per university norms.

Curriculum is based on the learning outcomes in line with the vision and mission of the college. Curriculum assures enhancing Teaching Competency & Skill though Viva, Project, Field Trips, seminar & Observation. The student performance is revealed by formative evaluation. Student Performance & Learning Outcome assessment system is explored and executed with existing processes, which is revisited and redefined. The progressive performance of the students and attainment of professional and personal attribute are in line with the PLOs and CLOs. Performance of students shows in what extent initially identified learning needs are catered. Student satisfaction survey suggests modification which required in teaching learning process.

Infrastructure and Learning Resources

ACE has excellent physical infrastructure facilities as per the norms of statutory bodies and curriculum requirements. It has administrative offices, classrooms, seminar and conference halls, dining hall, laboratories, educational technology lab, and a fitness center. Lift facility is also available and accessible to all along with furniture, campus and Barrier free building.

The Library of the institute is partially automated using Koha open source ILMS software version 20.11.02.000 to its students which caters the needs of the faculty, students, staff and remote users in providing the required learning and research resources. The Library has 3964 books, 10 journals/ magazines and 6 different news papers. The Circulation module of the software covers all the operations of circulation, right from creating member records to printing of reminders for outstanding books. The key features of the module are single screen issue, return and renewal with total details of members, membership records with photo and statistical reports on membership.

The institution is equipped with high speed internet and Wi-Fi enabled campus. It has Latest Configured Desktop Computer lab which is well-equipped with 38 computers and runs on Windows 7, 8, 10 and Linux OSes. The college has a dedicated lease line of fast internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and students and updated continuously.

The institution has a system and procedures under the supervision of the principal, and committees are assigned under each head. Physical infrastructure is well maintained and upgraded regularly to ensure smooth functioning. Cleaning is done daily and deep cleaning is done weekly. The technicians are hired periodically and cleaning of tanks, etc. is done regularly. Garden is maintained daily and the lab equipment, website, and computers are maintained through Annual Maintenance Contract (AMC).

ACE provides outdoor and indoor games to all students and faculty members. The entire sports room is under CCTV surveillance to monitor movement of people and usage of the equipment. The sports room is equipped with fire management system to save people and property in case of emergency.

Student Support and Progression

Ashoka Education Foundation's, Ashoka College of Education focuses on overall development of students. College conducts various activities for career & personal development which includes Orientation on B.A.B.Ed. & B.Sc.B.Ed Entrance Exam, Mentoring, Research paper competition, Avishkar, Ashoka Mentorship Program, online assessment of learning etc.to support the student. Apart from this all admitted students, regardless of category, are eligible for various scholarships like Rajshri Shahu Maharaj Scholarship for open category and various scholarships are available for students in the reserved categories. Apart from this, Meritorious Scholarship for needy students has given by Management of AEF.

ACE organizes sessions on academic, technical and organizational aspects which enlightens their Content knowledge, Communication skills and confidence level. Through such sessions we develop student's presentation skills. Institution provides online assessment of learning through platform like Spruce English software through which students learn English grammar, speaking and writing skills. Every year Institution organizes Sports & Cultural events so that students can showcase their extracurricular talent & can perform or take part in intercollegiate or university level competitions.

As part of the Ashoka Education Foundation's flagship programme, **Ashoka Mentorship Programme (AMP)**, run in ACE which provides an opportunity to be mentored by heads of schools. To enhance teaching skills and to be competent educator. This program is specially design for Final Year students of ACE. The institution has **Internal Complaint Committee** and Grievance redressal committee guidelines for dispute resolution which is authorised by the relevant statutory and regulatory organization. The committee assists the students if they face any issue.

Student progression consists of Training and Placement Cell's responsibility which offer placement opportunity. The T & P Cell has organises various sessions on employability skills like, resume writing, mock interview, management and communication skills etc.

The Alumnai association aims to keep the Alumni connected to the College via Events, Guest lectures, Reunions and networking opportunities. Institution keeps record of placed alumni as well as their current status of job profile. Institute organizes various alumni sessions for current students such as Sessions on TET; CTET; Competitive Exam, content enrichment etc.

Governance, Leadership and Management

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Ashoka College of Education is known to provide the best of facilities for its students. It has a pleasant ambiance. It is set on the institutional vision and mission which states, to accelerate need based practical oriented education with holistic approach to empower learner for self-exploration to become a responsible global citizen through innovative teaching learning strategies, skill development with the effective use of technology.

The institutional Strategic plan is effectively deployed. The 'Quality Policy' of the institution pronounces that college is committed to pursue global standards of excellence in all the endeavours. The institute is determined for holistic development of the students. Administration of the institution is totally decentralized. Due to this decentralization work is distributed equitably and effectively completed. Perspective planning of the institution

is chalked out in the meetings with all committees.

Faculty empowerment is done through yearly career planning. We have policy that seeks to encompass the whole staff community. Staff career planning and evaluation recognizes scholarly activity in pursuit of academic excellence. It encourages its staff to introspect and identify their own development requirements and aspirations as well as being supported in this process by the management.

Ashoka College of Education is a self-finance institution. Salaries and other expenditures are directly controlled by the Trust management. The institution has a regular system of annual budgeting and auditing of its accounts of internal and external system. Scholarships and other benefits available to the students are directly credited into their bank accounts. Institution conducts internal and external financial audit regularly.

The College is ISO Certified (ISO 9001:2015). It has an Internal Quality Assurance Cell (IQAC) which ensures quality. Its objective is to continual monitor the activities of various units by top management for improvement & of short term targets set. It functions as an umbrella engaging in all systems in materializing its goals and objectives through ISO processes. The institution reviews its teaching learning process periodically through ISO.

Institutional Values and Best Practices

Ashoka College of Educationis concerned about values and social responsibilities in its regular activities. The institution display sensitivity towards environmental issue by adopting environmental friendly practices like Tree Plantation, Waste & Water management, use of renewable energy, energy audit, & Use of ERP software for paperless office. At the community level the institution has conducted clean-up drive, tree plantation, anti-plastic drive etc.

Proper scrap disposal policy is designed by the institution has taken up several measures for waste management to safeguard the environment. Housekeeping Department, IT Department and Store department take proper care of waste management.

Best Practices-

Ashoka College of Education always strive for excellence in education as a result we have legacy of Gold Medallists. To achive this standered ACE has initiated best practice which ultimately enhance the quality of student's performance Its **Elite Club.** This club caters the specific needs of academically talented students. This will help them to excel in academics and get ranks in university results.

The second best practice that ACE follows is **Scholarship for Economically Weaker Meritorious Students**. Every year ACE students those who are economically weaker and meritorious gets this scholarship's benefits may be in the form of fee remission to outstanding etc. These students are selected after one to one interaction with management on the basis of their exceptional academic and overall all-round performance. (sports, cultural, social and any other justifiable) This scholarship is given as fixed amount as Rs. 10K, 7.5K and 5K.

Distinctiveness

Ashoka Education foundation's Ashoka College of Education has established its distinctive approach by **Quality Assurance and Guidance Cell (QAG).** The QAG Cell is established in ACE on a vision that is Excellence in Education**.** It aims to develop clarity and focus in institutional functioning towards creation, sustenance and enhancement of quality.

QAG considers all the possible aspects that hold the power to bring positive impact ofteaching-learning on the students as well as institutions.

Quality Assurance and Guidance Cell is established to ensure Quality maintenance and enhancement of the system. Its aim is to introduce a consistent plan of action that would lead the organization towards progress.

Research and Outreach Activities

Ashoka College of Education promotes research among its faculty members and students. The college has created a research culture that encourages and motivates faculty members and students to engage in research activities.

To facilitate research, financial assistance is provided to the staff to participate in various research-related activities such as seminars, conferences, paper presentations, and research paper publications. The college also provides support to faculty members who wish to publish their work in an ISBN book, which is a globally recognized standard for identifying books.

Furthermore, the college has a policy of providing financial aid to faculty members for study leave and fieldwork, which enables them to conduct research in their respective fields for Ph.D.

The college has a dedicated research cell that guides students in research projects at local and university level and carries out various research-related activities. Over the last five years, the faculty members have published more than 40 research papers in UGC Care listed Journal /peer-reviewed journals, and 31 papers have been published in ISBN Journals. Additionally, two faculties have published books on various topics.

Apart from research, the college also emphasizes creating an ecosystem for innovations and contributes to various outreach programs arranged for the students. These programs aim to make students more sensitive to community issues such as gender disparities, social inequity, and inculcate values and commitment to society. The college has organized various activities such as the Clean Nashik Project, Road Safety Campaign, Cleanliness of Village, Session on Meditation, Blood Donation Camp, Water Conservation, Green India, and Tree Plantation Program to foster social responsibility and community engagement among the students.

The college collaborates with various academic institutions for professional and social relevance. The collaboration includes training, internships, and student exchange programs with different schools. The institution also promotes institutional development, institution-community networking, and institution-school networking, which helps in creating a network of professionals and fosters a collaborative and supportive

environment for research and academic development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ASHOKA EDUCATION FOUNDATION'S ASHOKA COLLEGE OF EDUCATION
Address	PLOT NO 4 SURVEY NO 8/1B/2 ASHOKA MARG, ASHOKA NAGAR WADALA SHIVAR NASHIK
City	NASHIK
State	Maharashtra
Pin	422006
Website	www.aef.edu.in/ace/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Asha Bhimrao Thoke	0253-2236606	9850841030	0253-2236704	principal.ace@aef.edu.in
IQAC / CIQA coordinator	Priya Bhushan Kapadne	0253-111111	9881733043	0253-11111111	priyak.ace@aef.edu.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Status Certificate.pdf
If Yes, Specify minority status	
Religious	NO
Linguistic	YES
Any Other	NO

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	View Document	31-05-2015	120	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	PLOT NO 4 SURVEY NO 8/1B/2 ASHOKA MARG, ASHOKA NAGAR WADALA SHIVAR NASHIK	Urban	4.12	11349.19

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	B.Sc.B.Ed,Education	48	HSC SCIENCE	English	50	22
UG	B.A.BEd,Education	48	HSC ARTS	English	50	18

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				15
Recruited	0	0	0	0	0	0	0	0	1	5	0	6
Yet to Recruit				0				0				9
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				12
Recruited	0	0	0	0	0	0	0	0	3	9	0	12
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	6	1	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	1	5	0	6
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	3	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	9	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	5	0	0	0	5
	Female	32	3	0	0	35
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	6	1	2	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	0	2	0	0
	Female	1	2	1	2
	Others	0	0	0	0
General	Male	2	1	27	0
	Female	36	25	4	19
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
Total		46	31	34	24

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The aim of NEP 2020, is to develop all-round students with intellectual, aesthetic, social, physical, emotional and moral capacities. In AEF quality policy Institution has already mentioned that we are committed 'to impart need based practical education to the students.' After declaration of NEP 2020, A discussion among the faculty members has been initiated on the core principles of NEP. As per NEP, few activities and value added course was planed in our academic calendar. Keeping the SWOT analysis of students in mind, the college provides short term courses like speaking skills, . Apart from that orientation sessions were planned on MOOC or SWAYAM courses.

2. Academic bank of credits (ABC):	Our institution preparedness in implementation of Academic Bank of Credits conforms to the guidelines of the affiliated university, SPPU. ACE students are registered in the ABC portal for this purpose, orientation session has planned and the whole procedure was demonstrated by CEO and Admin officer of the institute. Students were encouraged to register to the ABC portal. Data was collected through google forms and report was submitted to SPPU.
3. Skill development:	The Institute is already taking initiative to develop various skills. The institute has various clubs to develop various skills among the students like subject wise clubs, elite club, Literary club, holistic club, Training and placement cell, Vachan Katta, NSS, etc. Activities were planned through these clubs to develop various skills among the students. In lesson note we have added one core part that is 'Reflection-action'. Through this student teacher can co-relate content with core elements and values or directly with National objectives. Skill courses will be offered to students through offline or distance mode.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Regarding the integration of Indian knowledge system, college offers various opportunities to the students. In order to promote the local language, art and culture, all NSS activities conducted in adopted villages are compulsory executed in local Marathi language only. Cultural days and Annual Gathering always based on Indian culture and its root; even language flexibility was offered to the students. Especially our college magazine, 'Sankalp' offers a platform to the students to expose their thoughts, ideas in Marathi, Hindi or English language. Regarding the adoption of Indian languages, various national days were celebrated in college
5. Focus on Outcome based education (OBE):	The Institute has implemented outcome-based education with POs and COs from academic year 2021-22 onwards. Before beginning of academic year every faculty prepares their subject's micro plan including POs and COs along with it teaching Learning strategies. COs of every subject well defined in the curriculum itself by SPPU. Learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to ethical, environmental and social well-being of the nation.

| 6. Distance education/online education: | The institution has been using online education even before pandemic. particularly during pandemic, not only teaching learning process but activities also conducted through different online modes. Every subjects google classroom are still in running phase. Students and faculties are encouraged to undergo MOOC courses every year. Such initiatives can be considered as steps towards the preparedness of NEP. It can be said that the Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines. |

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	No (It generally covered under NSS)
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Programs are initiated by ACE NSS Dept. 1 30th Sep - 5th Oct, 2017-Voters Campaign Total 70 voters forms filled by the students. 2 25th Jan, 2019 -National Voter Day Celebration in assembly Assembly was conducted on voter rights. 3 5 Dec, 2021- Voter Day Celebration in assembly Voter rights and awareness was explained . 4 5th Feb, 2022 -Village survey, Jalalpur Village survey done on various aspects including voter and their rights 5 9th Feb, 2022 -Street play on Voter awareness Street plays were set by the volunteers on Voter awareness issues and executed in front of villagers 6 20 Sep, 2022 -Workshop on How to link voter id card to Adhar card on 20th Sep, 2022 SP Pune University, Nashik organized a workshop with collaboration of collector office election dept. IQAC & Department of National Service Scheme. 7 24 Sep, 2022- Voter Online registration and voter id card link to Adhar card activity On NSS Day Along with Goda Ghat cleanliness drive, voter id card link to Adhar card activity was conducted. Prof. Sawant Sir and NSS PO Prof. Priya Kapadne conducted it.
4. Any socially relevant projects/initiatives taken by	During Special camp, 'Street Play' Competition was

College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	organized at Jalalpur on voter awareness theme. Students performed their Street play skit in front of villagers and through that voter awareness was created
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	With the reference of above sessions awareness was created and encourage students to enrolled themselves as a voter in the electoral roll.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
242	346	358	405	384
File Description			Document	
Institutional data in prescribed format			View Document	

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	200
File Description			Document	
Letter from the authority (NCTE / University / R			View Document	
Institutional data in prescribed format			View Document	

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	09	05	11	18
File Description			Document	
Institutional data in prescribed format			View Document	
Central / State Govt. reservation policy for adm			View Document	

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	143	79	78	52

File Description	Document
List of final year students with seal and signat	View Document
Institutional data in prescribed format	View Document

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	143	79	78	52

File Description	Document
Institutional data in prescribed format	View Document
Consolidated result sheet of graduating students	View Document

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	70	58	82	169

File Description	Document
Institutional data in prescribed format	View Document
Enrollment details submitted to the state / univ	View Document

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	10	13	16	10

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
112.00	101.53	133.59	40.85	44.34

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

3.2

Number of Computers in the institution for academic purposes..

Response: 53

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The college is affiliated to Savitribai Phule Pune University, Pune. The College follows syllabus for programmes designed by the SPPU. Board of studies in each subject frames the syllabus and communicate it to the affiliated colleges. University arranges workshops on newly designed syllabus. Curriculum is adopted as per the directions of the Savitribai Phule Pune University. In last five years the curriculum has gone through many changes. The Institute adopted a redesigned curriculum that emerged in 2016–17, with adjustments made in subsequent years.

Planning:

The College has adopted the syllabus designed by Savitribai Phule Pune University, Pune to develop competency, obtain employment and promote research among students.

Based on the commencement date provided by University, academic calendar for college is prepared and circulated to all staff and students for effective implementation. For preparation of academic calendar inputs are taken from all stakeholder like staff, committee members, student representatives, employer & Practice teaching schools.

Principal conducts meeting with all faculty members to develop strategies for effective implementation of curriculum as well as co-curricular and extension activities through activity & Committee allocation. Various committees like examination, Admission, Promotion, Time table, mentoring, research, alumni, sports, cultural, industrial visits, students' development, training and placement, internship program, practice teaching cell etc. are formed. These committees ensure effective implementation of all activities

Academic calendar is prepared for one term which consist of various activities & events scheduled in a term. Activity wise Proposal, Agenda & Plan of Action is prepared with all details. Also after conduction of activities feedback is taken from students for improvements and activity report is prepared. Subject allocation as per teacher expertise and interest is done & time table for upcoming term is prepared & shared it with staff & Students.

In academic calendar; curriculum start date, syllabus completion date, Practice teaching and Internship dates, curricular, co-curricular activities, certificate courses, value added courses, NSS camp, various club activities etc. are included and approved by management and shared with staff and students. Based on academic calendar Teachers prepare micro plans of their respective allotted subjects taking into consideration Course Learning Outcomes & Program Learning Outcomes and same is followed. Use of various pedagogies like Group discussion, Role play, Seminar method, Question answer method, cooperative strategies etc. are used for delivering the course content. Faculties attend orientation, workshop, seminar, conference organized by various colleges.

Students, alumni and stakeholder's feedback were taken for reviewing curriculum. Experts sessions,

CTET, TET workshops were arranged under competitive exam cell, for improving result, Elite and Remedial groups were formed. Training and placement calendar is formed and accordingly it is conducted. We discuss different activities in CDC Meeting and take inputs from members and plan according to them. We are also giving opportunity to student representative of student council members for their views for planning of Academic Calendar. So Activities are planned by keeping in mind the curriculum enrichment.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response:

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2. Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response:

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

1.2 Academic Flexibility

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	14

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	40	40	40	40

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	01

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	72

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

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

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

Response:

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	09	08	01	01

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)
Any other relevant information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

•A fundamental or coherent understanding of the field of teacher education

The practical work of teacher education starts with the lesson planning of Micro Teaching Skills where students learn all basic skills separately and minutely. Teachers give orientation & Demo skill wise e.g. Set Induction, Chalk board Writing, Demonstration, Questioning skills etc. Then student teachers learn to execute integrated skills means integration of all skills in a single lesson. Lessons are based on as per student's pedagogy subject. Students are acquainted with Simulated lessons such as Herbart, Team Teaching, CAM, DIM lessons and innovative lessons such as Indo deductive lesson, Role play, Inquiry Training model lessons. This helps them for practice teaching and actual teaching as per age group of students.

• Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

Through the teacher education program student teachers learn micro skills, various methods, models of teaching, techniques of teaching and apply this in practice teaching & Internship lessons as per their specific subject. The college has taken special efforts to integrate the cross cutting issues such as Gender discrimination, Environmental Education, Holistic development, ICT into the Curriculum. students are made aware about various cells like student's development cell, Competitive exam cell, Women Cell, Elite club, NSS, student research project scheme (SRPS), etc. It enables and empower the student teacher to meet the requirements of the profession and face the challenges in it.

Capability to extrapolate from what one has learnt and apply acquired competencies

In the beginning of the course Induction program is planned to understand curriculum, syllabus, code of conduct. Celebration like Women's day, Teacher's Day, celebration of birth and death anniversary of National leaders & freedom fighters. It also helps them to think critically. During class lectures teachers uses different co-cooperative, collaborative, role play etc. methods for expression. Action research, SRPS-Students Research Project Scheme are also conducted in college for development of research attitude. For

Applying acquired competencies Ashoka Mentorship program is executed wherein the students get practical exposure of their knowledge.

- **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.**

Teacher Education is a program that is related to the development of teacher's knowledge, skills, proficiency and competence. To groom student's personality college conduct guidance sessions on CTET, TET under competitive exam cell. To cater the needs of the students we have a very strong mentoring program. In House and Inter collegiate competitions, NSS activities, sports activities are an integral part of the curriculum. The institution has planned various activities for development of student's Emotional Intelligence like reflective assembly on various days. Our focus is all round development of students. Thus, curriculum considers cognitive, affective and psychomotor development of the students. For Knowledge Development Expert's sessions, Guest lectures are organized.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

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

Response:

Diversity is about what makes each of us unique and includes our beliefs, caste, race, ethnicity, gender, socio-economic status, ability, age, religious belief etc. School is a mirror of society. As a Teacher Education Institution college gives opportunities to student teachers to know about different school system their curriculum, various curricular, co-curricular, extracurricular activities, assessment system through practice teaching and internship.

College also selects SSC, CBSE, ICSE boards schools for practice teaching and Internship to get experience of functioning of various boards of school. Practice teaching is one of the most important aspects of teaching B.Ed. Course. It is the practical side of the programme and thus is the first step in application of the theoretical knowledge to the class room situation.

Theoretical base to practice lessons is given; micro, integrated and simulated lessons are conducted; model lessons are demonstrated in different methods; orientation to pedagogical analysis is done. Lesson planning demo & orientation is conducted and guidance is provided in meticulous and rigorous way. Tips on Classroom management, Personal grooming is given. Course on Enhancement of Communication Skills is started Orientation and demonstration is given by teacher educators.

Internship is conducted every year. During internship, the student teachers are expected to get first-hand experience of all the aspects of a teacher's job. They are expected to assist the school in different administrative and academic work like substitute teacher, maintaining records, library and laboratory work, conducting co-curricular activities, sports, assembly, supervision and examination related tasks. They give minimum 4 lessons in each method It is supposed to be for a minimum period of 2 weeks for integrated B.A.B,Ed & B.Sc.B.Ed .

The student teachers are also guided to write structured reflective journals for each internship day. The internship is supervised by the teacher educator as well as a mentor from the school and feedback is given.

Post Internship, every school group shares their internship experiences and reflection in the morning assembly

College organised Panel discussion on 'Different board Curriculum' & webinar on 'Understanding the functioning of different school boards in India'. It helps students to understand functioning about different boards of schools, their academic planning, teacher's, co-ordinator's, principal's role, different committees of school, Functioning of various boards of school education, Assessment systems, Norms & Standards, State wise variations & their functioning. It helps students in preparing for various school boards.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

Integrated B.A.B.Ed & B.Sc.B.Ed curriculum has different aspects like theory, assignments and Internship. Most of assignments are related to field work which gives actual experience to student like interview of school teacher and writing report on it where student involve actively. Internship give real experiences about professional skills. Students' interaction with management, Parent Teacher Meet, Research, participation in State, National, International seminar, webinar organised for development of students.

Practice teaching is one of the most important aspects of teaching Integrated B.A.B.Ed & B.Sc.B.Ed Course. It is the practical side of the programme and thus is the first step in application of the theoretical knowledge to the class room situation.

Internship is conducted every year. During internship, the student teachers are expected to get first-hand experience of all the aspects of a teacher's job. They are expected to assist the school in different administrative and academic work like substitute teacher, maintaining records, library and laboratory work, conducting co-curricular activities, sports, assembly, supervision and examination related tasks.

Every subject teacher allots the topic to each student for enhancing teaching skills & teachers evaluate each student's seminar on the basis of evaluation criteria, and record is maintained.

Ashoka believing holistic development of Child so more focus is given on co-curricular, extracurricular activities. NSS activities like Leadership camp swachata Abhiyan, Day with Baliraja etc are organized. Extension activities like visit to old age home, donation activities, increase interconnectedness with society.

Online guest lectures, expert's session on Communication Skills, Language Awareness Session, Presentation Skills for Interview etc. competitive examination Cell organises TET / CTET Workshop for preparing them for a career field. Gold medallist student's sessions are organized for making them ready for professional field. Development of the physique (yoga, outdoor sports) emotions (counseling, student council activities, grievance cell) intellectual (expert talks, educational visits) are conducted.

Institution has placement cell which organizes various sessions like session on development of 21st century skills of teachers, Communication skills of educators, Content enrichment session, Entrepreneurship development activity, Interview skill with mock interview, management skills etc. which helps them to prepare for career.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

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

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

Response:

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	5	11	18

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	04	01	00	00

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

2.2 Honoring Student Diversity

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

Response:

The vision of the institution is "Excellence in Education through need based, holistic approach for self-exploration and global citizenship without losing the ethos of Indian culture".

In ACE admissions are based on CET. After admission process ACE provides the following:

Mentoring:

At ACE, we believe that each student is unique and has a potential to grow and improve as compare to their previous performance. Immediately after the admission, students are allotted with mentors. These mentors take care of the needs of the students and checks their level of readiness for B.A./B.Sc.B.Ed. program. Mentor also helps their mentees to identify their present skill sets and skill sets they will require in future.
We also get a Self- Assessment Form filled in the beginning of the year to understand students' strengths, weaknesses, short term goals and long-term goals and to understand from them suggestions. Mentor focuses on skill development and academic development.

SWOT:

Students **SWOT** analysis is done at the entry level of the student so that students will come to know about

their own strength, weakness, opportunities and threats. During mentoring sessions teacher will guide the students accordingly. After analysis as per the need of student's sessions are planned. On basis of SWOT analysis Spoken English communication classes are conducted. While doing the gap analysis of the student teachers it was observed that they lack the Spoken English communication skills which are extremely important for the teaching profession. Hence the Institution offers spoken English Classes to its students. At first a diagnostic test is conducted and according to the scores the sessions are conducted for the students who are diagnosed with language difficulty.

With this Teachers organize Goal setting workshop for the students, so that students can set their goal and follow that path effectively with proper guidance. With the help of SWOT of the student's teachers will come to know about the student's strength and weakness and as per the students need various sessions are planned in academic calendar, and start to executing, various sessions such as content enrichment sessions, expert sessions so that students will improve their subject related knowledge as well as students can improve their content knowledge. Content Enrichment sessions are conducted during method classes to equip the learners with the diverse areas of content knowledge required to teach their subjects. Moreover, students also get an opportunity to learn to use technology based teaching

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response:

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate

learning exposures are provided to students

Response:

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response:

2.2.4.1 **Number of mentors in the Institution**

Response: 6

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

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

Response:

All the teachers at ACE adopt various pedagogies that enables students to learn in more effective manners and use the knowledge gained in various applications. As the institute belongs to Teacher Education Institution category focus is kept on using and demonstrating different learning technics such as experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion and online mode (Google classroom). This helps students to enhance learning and also understand importance of it as student teacher.

Experimental Learning:

It is a process of learning through Experience. Students get benefits from experiential learning at different

stages of their development. At ACE following Experiential Learning practices are followed:

1. Industrial Visits:

Through Industrial visit students understand practical aspects of various theoretical concepts. Students are taken to various places where they will be able to correlate the classroom learning with actual happenings.

2. Projects:

Project plays a very important role in learning as it enhances student's various skills like creativity, critical thinking, etc. Student's knowledge is consolidated and internalized through working on different projects. Students learn by applying their knowledge and skills. It gives opportunity to learn the context keenly.

3. Field Visit:

Students acquire practical knowledge through field visits, case studies to perceive, contextualize using simulation, and develop far sightedness in their pursuit for seeking solutions equipping them with skills that will enhance their career prospects.

4. Internship:

Internship allows students to understand how to develop education processes for classroom transaction**.** Students are provided training through different boards specific to internships at various Levels. Through internship student gets a chance to execute their teaching skills in live classrooms which enhance their confidence level and various professional skills.

Participative Learning:

Students participate in various competitions in the inter college, intra college as well as University Level for ex- Students participated in Avishay Research competition, Through NSS students works in social group. Through college-sponsored activities like the green challenge plantation push, *Swachh Bharat Mission*, and health awareness camps, students can foster a sense of community, patriotism, aesthetic social responsibility, and welfare while also contributing to the riches of the country.

Students take part in seminars, conferences and workshops along with their guide teachers. Students are motivated to be a part of magazine. Students participate in sports Competition. Students are taking interest in case study solving also supports flipped classroom teaching methodology.

Drama and art play a big and essential role in the teaching and learning process at the college. In addition to meeting course requirements, scriptwriting and choreography offer a platform for developing the necessary abilities.

Problem Solving Methodologies:

By conducting Mentorship, taking students detail information like previous year percentage, SWOT analysis, mentor solve their doubts regarding personal problems, study problem, infrastructure problem, and conduct of Remedial session for weak students in association with subject teachers.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	06	06	00

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

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

Response: 00

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

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

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

Response:

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response:

Mentoring:

We firmly believe that mentoring students at different levels will enhance their learning abilities which will make them more confident. At ACE, all teachers all allotted with 15 to 16 students as their Mentees. Teachers keep a track of mentees' progress, problems and needs at all levels i.e. academic and professional.

Working in Teams:

Every teacher is allotted with certain number of students as mentees. The mentor maintains a file /mentoring report for keeping record of marks, throughout the year.Continuous effort and follow-up is taken by the mentors for the improvement of mentees. Meetings are held twice in a month on Saturdays to motivate and counsel mentees. The practice is that of creating an efficient mentor-mentee system. The teacher is equipped with all the necessary information about his/her mentees in mentoring reports or diaries. The teacher involves local guardians and parents as well, whenever necessary. Students share their entire problems related to teaching – learning, even personal problems with mentor. Mentors give suggestions to them and proper record is maintained. Personal attention is given to the students.

Dealing with student diversity

On the basis of academic performances, students are bifurcated in group of elite members and remedial members. Strategies and plan of action are laid out to achieve that target so that continuous improvement

of the remedial students take place. The mentor helps the elite students to set target/goals with respect to academic progress. Various sessions are planned for Elite club.

Conduct of Self with Colleagues and Authorities:
The teacher educator and teacher trainees make the environment rich and conducive for learning and development.Principal of the college interacts with students in the class and outside the class regarding various issues, like discipline, teaching learning etc. More focus is given on the students having low performance through Remedial classes.

Balancing Home and Work Stress:

Mentor suggests mentees to prepare time table of daily life activities to minimise the work stress of home and college. As per the requirement of Mentee, college organises sessions on stress management.

Keeping Them Abreast:

During mentoring, teachers help students to abreast with new policies, like NEP. Student are motivated to take part in research project. With ongoing supervision from mentors and teacher educators who work together to complete other connected components of research proposals, provide feedback for the completion of all themes chosen by the students. Mentor motivates mentees for participation in different activities / programmes

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

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1.   Special lectures by experts 2.   'Book reading' & discussion on it 3.   Discussion on recent policies & regulations 4.   Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response:

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

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

Response:

At ACE , teaching- learning process is student centric. The teaching and learning process is designed to nurture students' creativity, innovations, intellectual and thinking skills, empathy, life skills as we strongly believe that education is change in behavior. Being a Teacher-Education college, Teaching-Learning is given core importance. The process includes strong planning and effective execution. Planning part of teaching learning starts with preparation of micro plan where planning of pedagogy is done for each topic. The pedagogies are planned to develop among students' creativity, innovativeness and intellectual skills. Co- operative Teaching- Learning Process- It is one of the educational approaches that aims to organize classroom activities into academic and social learning experiences where students learn in small groups. Teacher divides the class into small groups following heterogeneity in each group. Teacher uses various techniques of co- operative learning in the class like brainstorming, discussion, think, pair and share, jigsaw to develop creativity, intellectual and thinking skills, empathy and life skills. Whenever students aredivided in groups, they are provided with small tasks. These tasks can be discussion on sub- topics or can be a question. Students also develops confidence during learning in groups

Physfest: -

Every year to nurture student's creativity, innovativeness, intellectual skill B.Sc. department organizes Physfest. This program helps to motivate students to conduct small project activities for enhancing knowledge of Science . Students prepare Models, charts and projects on Physics Principles. e.g. solar car, sound energy generator, OTP based smart home security, water level indicator etc.

Physfest is planned to inculcate scientific attitude in the students and to motivate them for giving direct experience of science knowledge.

This program also helps to motivate students to conduct small project activities for enhancing knowledge of Science.

The main objectives of this program are

- To develop interest about Science
- To motivate students to learn basics of Science
- To motivate students for designing and building Small projects and models in Science Principle.

Physfest provides students personal achievement and increase confident

It make students to conduct an experiment based on their own interests. Project allows students to develop independent learning skills such as time management, responsibility, Event organization and communication.

-

Through practicum teaching skills of students get enhanced.

- FY Students execute the lessons using various skills such as Stimulus variation, set Induction, Chalk board, questioning skill etc with this student are practicing various Method and Models.
- Students prepare lesson plan under the guidance of guide teacher allotted to them.
- Student teachers have to execute number of lessons which are followed by feedback mechanism by self, peer and teacher educator for improvement for the next time.
- Student teachers try to bring improvement in the further lesson on the basis of feedback received. Therefore, students remain active in this learning process.
- In this manner we focuses on Students creativity, innovativeness, intellectual and thinking skills, empathy, life skills are boost by this practice.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.4 Competency and Skill Development

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

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

Response:

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response:

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

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

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

Response:

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

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

1. Teacher made written tests essentially based on subject content

2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response:

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response:

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

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

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

Response:

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

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

Response:

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

College sends student teachers to internship programme in final year catering to different levels.

1.**Selection/ identification of schools for internship:**

Selection/ identification of schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, distance from homes to school, methodology requirements of the schools etc.

2. **Orientation to students going for internship:**

Students are oriented and demonstrated to use different strategies of teaching, design instructional teaching, activities, preparation of TLMs, evaluation tools etc. Practicing different innovative models, strategies and approaches under simulation sessions are implemented during internship. Before internship each trainee get lesson plans approved by their methodology lecturers and are instructed to submit their

lesson /unit plan daily to master teachers for constructive suggestions. 4th and 5th phase internship covers 15 weeks where students are well prepared to deal with adolescent students other than the teaching skills. They design their own instructional plans with appropriate support materials, strategies, approaches, techniques and models as per level of the school/ students.

Before internship, orientation to Case study, School Study, Blue print,Action research project are given. After the completion of lessons, the students conduct tests and evaluate the achievement of the students.

Before the student teachers leave for internship, they are oriented and strictly instructed regarding code of conduct and taking up any assignments given in the schools.

They go to secial schools and special educators orient about the activities to be taken such as observe their classes, assist them for duration of 80 hrs.

3. Defining role of teacher of the institution: The institution assigns the role the master teachers to guide, supervise their performances, and interact to provide continuous feedback to the B.Ed students.

4. Assessment of student performance: Rubric and observation sheet is provided. Different classroom assessment strategies, tools, achievement test, diagnostic tests are taught at source to be implemented.

5. Exposure to variety of schools: Students are sent to government, private, international, rural, urban schools of different boards such as CBSE, SSC and ICSE.

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

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

Response:

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

Response: 9

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

2.4.10 Nature of internee engagement during internship consists of

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

Response:

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

1.**Preparatory Phase and Teaching Phase:**

During admissions, the principal meets the enrolled students personally to observe their attitudes and dedication towards the teaching profession. A pathway is laid during the induction programme to induce the teacher behavioural components. Everyday assembly is a platform for reading and reflecting on teachers' role and responsibilities to inculcate the fundamentals of this career towards the society. These

initiatives are a deliberate effort to align them into this profession.

Teacher Educators Role: They assist Student-Teachers in planning Lesson plans and assessment tools and the content developed. Demonstration lessons by the teacher educators is modelled. internship programmes schools integrates hands-on experience with theoretical bases preparing students for a smooth transition to the professional front. The teacher educators identify schools, orient them to apply theoretical, pedagogical & practical knowledge during the internship. They also monitor interns' progress, provide feedback, assist students in finding required assistive technology resources. The teacher educators serve as a liaison with the school personnel.

Role of Peers: Peers with the same lessons sit together to conceptualize ideas contextually and sustain one another during the course.

1.School Phase and Teaching Phase:

Role of School Principals: They monitor discipline, conduct, completion of class schedule, substitution classes allotted, co-habitation skills, participation in all school programmes, attesting on completion of projects and dynamism of the student teacher trainees.

Role of School/ Master Teachers: As the internship phase draws near, the institution plans ahead for allotting schools to the student teachers. The students approach their respective methodology master teachers as instructed by the school principals. The School-master teachers assign the lessons to be taught for the 02 week earmarked by the government. The division of lessons into periods, number of classes to be allotted for specific activities, how to give homework's that could encourage active participation, conducting unit and slip tests, monitoring the test items to be included in the test papers as well as the content knowledge. They render psychological support too. At times, students' absence is also brought to the notice of the college principal. After the students have returned from their respective schools, a feedback is obtained regarding the students' teaching and interaction. Marks obtained are sent in sealed covers for analysis.

Teacher Educators Role: Other than academics, principal and teacher educators are at their service in all circumstances.

Role of Peers: Students assigned in the same school give emotional- physical support.

1.Reflective and Improvement Phase:

Role of Teacher Educators / Master-Teachers: The reflection from the school teachers are interpreted to review the gaps to adopt new strategies suitable to schools as per their requirements. Master teachers recommend our candidates for various posts vacant in their respective schools.

Role of Self: Every Student-Teacher assesses their own growth from First Year to Final Year BABED/BScBED, through a reflective analysis and improve upon themselves through peer assessment process from their peers. The reflective journal is monitored and credited based on their self-worth.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

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

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

Response:

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)
Any other relevant information	[View Document](#)

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

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

Response:

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document	

2.5 Teacher Profile and Quality

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

Response:

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

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

Response:

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

Response: 5

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

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

Response:

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

academic year

Response: 96

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

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The Community and academic peers are invited for formal/informal talks to the Student-Teachers, teaching and non-teaching staff of the college. Input from parents of the Student-Teachers and interaction provide general feedback about the course and the related curricular/co-curricular activities. Their suggestions are always welcome. So most of the feedback is focused on curriculum related academic and training aspects**,** as a result it helps all concerned in achieving institutional goals and in the training of professional teachers. Research is an integral part of B.A./B.Sc.B.Ed. program. Ashoka College of Education emphasizes on research and Action Research amongst the faculty and Student-Teachers. Management and the Principal of Ashoka College of Education always look forward for systematic and objective analysis and recording of class room in the college. College authorities keeps a close look at the emerging trends and needs of teacher education. As per that Group discussions, debates amongst the faculty are arranged to locate research themes, finding answers to emerging questions and solutions for resolving issues in the field of general education and Teacher education.

Organizing Great Teacher Characteristics session, Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organizing of community outreach activity, participation in the seminar – cum – workshop on micro –teaching skills, lesson planning etc. envisioned in the B.A./B.Sc./B.Ed. curriculum create learning environments that foster positive social interaction, active engagement in learning and self - motivation.

Theoretical point of the curriculum transaction and through organizing Guest lecturers for personality development and participation in the seminar, workshop. Envisioned in the BA/B.Sc.B.Ed. curriculum from Theoretical, practicum point of view.

Ashoka College of Education ensures the access to the information on organizational performance (Academic and Administrative) to the stakeholders in the following ways.

Through the e-bulletin and Notice Board of the institution, From the members of the managing committee, Teaching and Non-teaching staff of the institution, Personal meeting with the Principal of the institution, Through the participation in the academic and cultural programs of the institution. They access magazines & journals in the college library. Exploring our own classroom practice is yet another innovation that is under experimentation.

Professional growth of faculty also expands through add on courses on MOOC portal.

Faculty are encouraged to attend orientation and refresher courses conducted by Academic Staff College and other recognized UGC programmes which are mandatory for their career advancement. Faculty, when sent to attend or participate in short-term courses, orientation programmes or workshops are required to brief the staff on areas of topics or concern with regard to teacher education programmes. IQAC put forth challenges in emerging new domains of knowledge are studied for personal growth of faculty & institution. During staff meet, there is a practice of reading and reflecting on any emerging area of teacher education along with orientation of Practicum and how knowledge would lead to develop learning and teaching programs that are planned for future. In this way the teachers get enriched

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

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

Response:

The Ashoka college of Education has the mechanism to ensure that the stake holders of the college especially students and parents are aware of the evaluation processes. Orientation Programme is conducted for the first year students. As per SPPU guidelines of examination & evaluation system, academic calendar, examination and assessment system along with extracurricular activities are addressed in Orientation program. Internal Examination committee has been formulated by the college to control and measure the efficiency of Concurrent Evaluation Process. The schedule of Internal-I/Tutorial-I, Term End, Internal-II/Tutorial-II, Prelim Exam and University examination is displayed on notice board. Academic calendar consists of The schedule of Internal-I/Tutorial-I, Term End, Internal-II/Tutorial-II and Prelim Exam dates which are displayed on notice board.

The periodic instructions issued by the University are promptly communicated to the

Students by College Exam Officer(CEO) and guidelines are given to Junior supervisors regarding supervision duty. College Exam Officer(CEO) and junior supervisors guide students to follow rules and regulations as per University Exams. The subject Teacher explains the internal evaluation process, the format of question paper and weightage of marks for each topic or chapter during lecture. Internal evaluation is divided into different forms of assessments shown below.

Sr.No	Name of Exam
1	Internal I/Tutorial I
2	Term End Exam
3	Internal II/Tutorial II
4	Prelim Exam

Continuous Evaluation is conducted periodically in each semester. Evaluation consist of subject wise written test, Orals, Assignment Writing, Group Activities, Subject Wise Presentation on respective topic, Practicum, seminar and subject wise project etc. Term End Exam is conducted at the end of the semester to evaluate the performance of the students. Term End Exam is similar to University exam which is conducted at the end of academic year, after completion of the syllabus. Timetable of each exam is displayed on Exam Notice board of college. Purpose of taking Prelim End exam is to make students familiar with the University paper pattern as well as to teach them time management to complete the paper within stipulated time. After completion of each evaluation students are categorised into different classes as mentioned

below.

Sr.No.	Percentage	Class	
1	Above 70%	First Class with Dist.	
2	Above 60 to 69 %	First Class	
3	55 % to 59 %	Higher Second Class	
4	50 % to 54 %	Second Class	
5	Below 50%	Fail	

After every evaluation, depending upon the current class of the student. Subject Teacher gives Subject Result commitment for each student for the further evaluations. After grading of the student, if student is in lower class then Teacher takes continuous efforts on particular student to improve his/her class in next evaluation. Remedial sessions through extra lectures are also planned for the students achieving low class. Continuous follow up regarding student class improvement is taken by Principal

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

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

Response:

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)
Link for additional information	[View Document](#)

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

College mechanism to deal with examination related grievances is transparent, time bound and efficient. The students can approach the principal, Teachers and Examination Department to redress their examination related grievances as per the requirement of and jurisdiction of the grievance. University takes care of University exam evaluation grievances. The University settles the grievances using its own mechanism. College Exam Department takes care of grievances related to internal Examination. The grievances regarding evaluation in both internal Examination and University examinations are redressed through the following process:

Internal Exam at College level:

The internal marks are displayed on college notice boards. The teacher shows the assessed answer paper to each student. The Model answer with Marking Scheme is displayed on Notice Board of each class. So students can verify their marks. If any discrepancy is noticed, then concerned Teacher may rectify and necessary corrections maybe made. If the student is not satisfied with the marks obtained even after modification by the Teacher, the student may present the same to concerned HOD and Exam Dept. All such are taken positively and reassessment is done, if necessary. The whole process is done well before the

internal marks are finalized before the conduction of University Exam.

External Exam at College level:

The student is entitled to apply for rechecking/ re-evaluation in theory subjects within 07 days of declaration of results by filling Rechecking/Re-evaluation form and paying the prescribed fees to the College. The Exam Department initiates the process of revaluation/rechecking. as per SPPU guidelines, Rechecking/Revaluation process is completed at college level. Modified result is submitted to SP Pune University. The University declares the result of such cases again.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Ashoka College of Education is affiliated to Savitribai Phule Pune University. At the beginning of the academic year the University provides its academic calendar which displays government holidays and Commencement of Semester and End date of the semester. The institution prepares the academic calendar taking into the consideration of university issued academic calendar. Principal, Course coordinators prepare academic calendar for the college. The dates for internal exam (Internal-I, II, Term End and Prelim Exam) Cultural activities, Seminars, workshop, Internship, NSS camp, conference, excursion tours, sports day, subject related projects, Ashokotsav, educational visits, Faculty development programme and other curricular, co-curricular and extra-curricular date-wise are mentioned in the academic calendar.

Academic calendar is issued to students and staff before the semester starts. In case of any unusual and unscheduled break in the working day such as in national *bandh* or the death of a VIP, or any unplanned urgent work, in such case SPPPU issues Instructional circular. In such situation staff committee meets again to work out on the disturbed schedule So as to compensate the number of working days.

The time table of each department is prepared and is strictly followed in order to complete the syllabus on time and conduct the internal exam accordingly. This timetable is given to each and every student and staff to ensure that they adhere to the schedule. The calendar is well planned in advance and is outlined in a detailed manner. The college functions and adheres to the minimum number of working days and teaching days.

The continuous internal assessment and evaluation pattern for the undergraduate students is as follows: Time table is prepared for internal exam according to the dates in the academic calendar, continuous class assessment is done in the form of assignment, power point

presentation, seminar, subject related projects, open book test, quiz competition or group discussion as per the need of the subject Educator and course content.

The students are informed about the marks scored by them. The college has an excellent work culture and therefore it seldom faces difficulties in completing the curriculum within the planned time frame according to the University and college academic calendar Continuous internal assessment helps in the understanding the subject and reducing the anxiety related to examination.it helps students in learning with their own time and pace also bridging the knowledge gap.

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

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

Response:

Curriculum draft based on the learning outcomes in line with the vision and mission of the college. Being in the inception stage, the system is explored and expanded with existing processes to be revisited and redefined.

The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches. The essence of teaching lies in the art of convincing the learner through an interactive process. The variations in the pedagogies include customizing to the diverse needs of the learner. The transaction of curriculum creates a link between learner, syllabus, content, skills with required support system. Expected behavioural changes defined in the course outcomes are mapped to programme outcome to identify the differential improvement and final attainments that are sustainable. Conceptions and perceptions about students learning form the basis of transforming teaching to innovative learning through varied strategies. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome.

The practical activities in alignment with PLO include assignment, seminar presentation, observations, journal study, lesson research etc. which facilitates critical, reflective thinking and communication. The project based learning enables interaction with real-world experiences enhances problem solving skills, sense of inquiry, team work, ethical awareness and reasoning to strengthen pedagogical components.

Final year B.Ed. students take up action research in pedagogical subjects and conclude with probable solutions in local context. Research work focuses global standard, development of research skills with topics in emerging issues in education which is explored through planned engagements in documentation of dissertation and defending it.

Teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at primary, elementary and secondary level of teaching.

Guest lectures expand the scope of disciplinary knowledge and understand their

applications, to create a bridge between special schools and others, developing a sense of equity and inclusivity to nurture teachers ethically committed towards human values with a sense of respect for

diversity.

International, National, State, In-house seminars, workshops, webinars are organized/ attended in areas such as NEP 2020, Inclusive Education, STEAM, Assessment, Design thinking etc. are organized/ attended by faculty and students.

CLO and PLO's are reflected in the micro plan with its matrix. In micro plan all sessions with its activities are mentioned, faculty members are planning the sessions accordingly to fulfil CLO and PLO

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.7.2 Average pass percentage of students during the last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
67	132	76	78	52

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

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

Response:

Institutions Teaching-Learning process starts with preparation of Micro plan. The micro plan consists of main topic, session number, sub- topic, methodology, COPO and quality policy.
After the micro plan preparation by each teacher for each subject that he/she teaches, COPO mapping isdone. PO and CO are stated by university but they need to be mapped effectively by the teacher. That

process is done by teacher under the guidance of coordinator and principal.

Once that is done, CO attainment and PO attainment of each subject, each student is done to check how much objectives are achieved. Assignment is one major core- area on which this mapping is done. If there is a student who has not performed well in that case he is provided with one to one feedback, which is supplemented with remedial teaching. Lot of inputs are given to such students in the remedial teaching cell so that they can perform well in the learning task.

The level of attainment of all CLOs and PLOs student- wise is calculated and is shared with mentors too by the subject teacher so that mentor too can guide students for her improvement.

After the execution of students' lessons oral as well as written feedback is provided for students' further improvement.

For inculcating professional attributes among the students, in the beginning of the academic year, the college, through its Employability Enhancement Cell, conducts SWOT Analysis of all the students. In this way, their Strengths, Weaknesses, Opportunities and Threats are identified.

To help them to overcome their weaknesses, Student Development Program are done on the basis of SWOT Analysis. These sessions help them for their Cognitive, Psychomotor and Affective Domain Development. The professional attributes thus help in enhancing the employability skills.

The Elite Club is taking efforts for tracking the progression of students in terms of Academics. In the beginning of the year, their Entry Level Marks, are taken and students aredivided either in Elite Club or Remedial Club on the basis of their previous percentage.Mentoring is one of the core areas where students are guided not only for their Professional Attributes, but

also Personal Attributes. Mentor- mentee interaction motivates mentee to overcome personal challenges sothat they perform well in academics.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant information	[View Document](#)

2.7.4 Performance of outgoing students in internal assessment

Response:

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

Response: 42

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

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

Response:

Initial:

SWOT Analysis:

The institute believes in sustainable development and for the same college practices SWOT analysis. SWOT analysis gives an opportunity to analyse the strengths, weaknesses, opportunities and threats of institute.

Right in the initial stage, after the admission process is done, students' academic scores of previous examinations are recorded. Students are also allotted with mentors. Mentors also discusses with mentees about their needs. Mentoring Group also analysis student's initial learning needs with the help of self-assessment form. These forms give an idea for the mentors to prepare a strong plan of action for their mentees. Mentors guide mentees twice in a month formally as well as whenever the need arises. Mentor not only keeps target but keep on revising it after the results for mentees growth. SWOT analysis of each student is also done initially to understand student's strengths, weaknesses, opportunities and threats. Focus is on providing aid to students to overcome their weaknesses. As these weaknesses may hamper their performance in the assessment and in the work field in future. Students are provided with detailed schedule where expert sessions are planned, during these expert session, they get an insight and idea as to how to overcome their weaknesses gradually for e.g., expert session on time management helps them to plan their time management effectively.

Elite Club:

Elite Club is a powerful club to support the elite students of ACE. Once their previous academic scores are analysed, students with highest academic scores are clubbed together and they become part of Elite Group. The objective of this group is to motivate all students with academic less score to improve in academic score and to target 100 percent academic result. For these students' too different motivational talks and management motivational talks are planned. The purpose of elite group is to motivate these students to come in university ranks and receive gold medal. Elite Group Students are motivated to excel in examination by participating in number of activities planned for them especially. The number of activities planned for them includes expert talks, interaction with university toppers, interaction with management etc. They are given special tests for practice purpose. In the pandemic situation they were given Google forms to practice more MCQ's. Students who have academic fewer score are clubbed together in Remedial Group; it helps to plan further targets.

As a result of successful implementation of Elite group we have legacy of gold medalist from 2017 till now.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response:

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)

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

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

Response:

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Any additional information	[View Document](#)

3.2 Research Publications

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	5	0	0

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

3.3 Outreach Activities

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	02	06	08	20

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
242	346	358	405	384

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	0	0	0	0

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

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

Response:

AEF's ACE is affiliated to Savitribai Phule Pune University,Pune. ACE is always committed for overall development of each and every student, to fulfil this objective ACE not only focuses on the academic development of a Student but as a future teacher. ACE wants to develop students with light of social values, ethics and skills among the students. ACE has active NSS department which strives for social integration and outreach activities through various social activities. The NSS unit is led by a NSS Programme Officer who is responsible to execute various activities throughout the year such as, special camp, regular activities like tree plantation, health check-up camp, blood donation camp etc. ACE along with NSS department has undertaken numerous initiatives, including the cleanliness of villages, Green India champion, Tree Plantation Programme, Blood Donation Camp, water body protection, street cleanliness, street play, rallies, fundraising for underprivileged students, Swachata Pandharwada celebration, grocery distribution at Sahara Care Centre (Old-Age Home), and COVID-19 vaccination drives for students and parents etc.

With the help of NSS department, ACE has played a crucial role in developing responsible citizens among students by conducting various activities that promote community involvement and social responsibility. The distribution of educational stationery to underprivileged students, as well as Eye check-up camps for village residents, workshop and guidance sessions on small scale projects etc. Such   activities organized by NSS. Additionally, the NSS department sent its volunteers to attend state and National level workshops, seminars, training programme such as 'Avhan   Disaster Management Camp', R.D. Parade selection, workshop on gender equality and many more.

Through NSS, the college has organized various programmes to create awareness about healthcare, cleanliness, energy conservation, environmental protection, and social equality. For special camp NSS unit adopts a village every year and engages the local community in different activities. These activities include the awareness about hygiene and sanitation, the planting of trees, and the conservation of natural resources. The NSS unit also conducts campaigns on social issues such as gender equality, human rights, and drug abuse prevention, voter's rights etc.

NSS department sign MOUs with NGOs and social organization like Sahara Care Centre, Arpan Blood Bank and research carter etc. apart from that volunteers of NSS are always ready to add their helping hands in many social activities conducted by NMC, LOKMAT newspaper such as Goda Cleanliness drive, Ganpati Idol collection, Nashik Marathon etc. Overall, the NSS department of Ashoka College of Education has been actively working towards creating responsible citizens who are aware of their social responsibilities.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

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

3.4 Collaboration and Linkages

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	01	00	00

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

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

Response: 16

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

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

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

Response:

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution was established in 2009 and running its operations in a building of Ashoka Education Foundation within an allocated are of 3394 Sq. mtr. It has physical infrastructure facilities as per the norms of statutory bodies and curriculum requirements. Institute shares many facilities with other institute in the same premises.

It has a Hon'ble Chairman's Office, Administrator Office, Director Office, a Principal Office and Security Cabin along with reception area. In addition to this, the institute has a Dance Room, a Maintenance Room and NSS Room.

Classrooms: There are 12 ventilated & spacious classrooms with White Boards and LCD Projector. All the rooms are equipped with movable furniture for group activities

Seminar and Conference Halls: The institute has a sound proof, air conditioned and spacious multipurpose conference & seminar hall with a dais equipped with all the adequate facilities. Equipment like computer, LCD projector and sound system are available in the multipurpose hall along with generator for power back up with the capacity of 325 KVA. There is a fire extinguisher for safety against fire emergency.

Laboratories: The institution has many well-equipped labs, such as, Chemistry Lab, Botany lab, Zoology Lab, Physics Lab, Math lab, Geography lab and Psychology lab with tests, tools and photo frames of eminent educational psychologists. The existing facilities are upgraded based on the curriculum. The learning environment is conducive for collaborative and practical work, presentations and teaching sessions.

Educational Technology (ET) Lab: The institution has a computer lab with 63 computers with LAN connection with latest configured desktop computers along with upgraded software and printers.

Library: The institution has a spacious and well equipped library with adequate educational books, encyclopedia, newspapers and other learning resources. It has computers for administrative work and for students. It also has printer, scanner, library software KOHA, and Web OPAC facilities. Furthermore, it has reading space with comfortable sitting arrangements and ample lights and fans.

Play Ground: The institution has a playground for various sports activities etc.

Infirmary: There is a provision for infirmary for sick or injured staff & students' treatment.

Additional facilities: The institution has lift facility which is available and accessible to all faculty members, students, and visitors. It also has a Xerox Machine, Cash Counting Machine, UPS Facility, First

Aid Box, Wheel Chair, and Ramp for physically challenged students, Two and Four wheeler parking space for staff and students, and Refrigerator for Lab and a Garden.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

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

Response: 13

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

Response: 13

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The Ashoka College of Education has a library which is a window to the students and teachers for latest information. Being an integral part of academic and research work, the library provides information services to support the teaching, learning and research, and offering innovative services. For keeping students close to the library, the library is continuously engaged in designing and delivering need based information services. The Library offers partially automated KOHA open source ILMS software, version 20.11.02.000 to its students which caters the needs of the faculty, students, staff and remote users in providing the required learning and research resources. The Online Public Access Catalogue module of the software allows library database searching by entering preferred terms and is mainly used for information retrieval. The circulation module of the software covers all the operations of circulation right from creating member records to printing of reminders for outstanding books. The key features of the module are single screen issue, return and renewal with total details of members, membership records and statistical reports on membership.

KOHA Library Automation Software is a full featured modern integrated library software (ILS). It is an award winning and free/open-source software. (no license fee). It has OS independent operating system. We can integrate with website. It has Full MARC21 and UNIMARC support for professional cataloguing. It has multilingual and multi-user support. It has customizable web based OPAC circulation system and online reservation. Also, it has full catalogue, circulation, acquisitions and library stock management. Additionally, it has web based OPAC and public to search the catalogue.

Highlights of facilities in the Library (Content Supported): The books are arranged according to Dewey Decimal Classification, and they are arranged in the library in a systematic manner. They are classified into 11 different service providers. They are as follows:

- **Reference Section:** There is a separate reference section for books, journals and *bound volumes* available in the library.
- **Books:** The library has rich collection of books which includes text books, reference books, handbooks, encyclopedia, dictionary, CDs. etc.
- **Journals:** The National and International Journals are arranged systematically.
- **E-Library:** There is a separate E-Library Section.
- **OPAC Facility:** The catalogue of the library is available online for staff members and students for

searching books through Online Public Access Catalogue (OPAC).

- **Newspaper Section:** There is a separate newspaper section.
- **Reading Room:** There is a separate place for reading, current contents services, reprography, new arrivals display and question bank.
- **Current Content Services:** Scanned copies of content page of periodicals are shared with students and staff.
- **Reprography:** Library provides Scanning & Xerox facility.
- **New Arrivals Display:** New arrivals of text books, reference books, encyclopedia and dictionary are displayed on the rack.
- **Question Bank:** Question papers of Previous university examinations are available for students' reference for exam preparation.

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

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

Response:

The library of Ashoka College of Education is a window to the students and Faculty members to get latest information in teacher education, sciences, humanities and social sciences. Being an integral part of academic and research work, the library provides various services to support the teaching-learning, research and outreach activities of the institution.

The library is engaged in designing and delivering need based services to keep students close to it that's why it has subscribed to the DELNET services. The DELNET allows remote access to all. DELNET promote sharing of resources among the libraries, Faculty and Students. Students and Faculty members have access to a variety of collection of books and journals of different publications online. The information and link which required to access the library resources is provided to the students and staff. Students get orientation on how to link to the remote library resources during the library induction programme.

DELNET gives access to millions of Networked Library Resources which helps the college library to make more than 3,70,00,000 books available for students and staff. In addition to this, it provides 1,00,000 list of journals, 5,000 full-text E-journals,1,00,000 Thesis/Dissertations, and informational support services to the teacher students and staff.

DELNET provides resource sharing among the Member-Libraries by collecting, storing and disseminating information and by offering networked library services to users. For example, to undertake research in the area of information science and technology. It offers technical guidance to Member-Libraries; coordinate efforts for suitable collection development; facilitate and promote Inter Library Loan and delivery of

documents, etc. DELNET has developed Discovery Portal, Knowledge Gainer Portal and Vision Portal (Video Lectures). The portal has sophisticated features for advance knowledge discovery. It is simple, single window discovery layer which encourages the user to explore the networked library/knowledge resources offered through DELNET in a feature-rich environment. DELNET is a great boon for faculty, researchers, scholars, students, etc. of Member-Institutions.

DELNET has been actively engaged with the compilation of various Union Catalogues of the resources available in member-libraries. It has already created the Union Catalogue of Books, Union List of Current Periodicals, Union Catalogue of Periodicals, CD-ROM Database, Database of Indian Specialists, Database of Periodical Articles, Union List of Video Recordings, Urdu Manuscripts' Database, Database of Theses and Dissertations, and several other databases. The data is being updated in these databases and is growing rapidly.

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

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

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

Response:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response:

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

Response: 252

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

Response: 206

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

Response: 188

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

Response: 833

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

Response: 789

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	[View Document](#)

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

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

Response:

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Ashoka College of Education is equipped with high speed internet and Wi-Fi enabled campus. The college IT lab has 63 computers that are upgraded as per the requirement of the college from time to time. The office is furnished with high configured systems which are connected with internet and Wi-Fi. It also has biometric system (essal sofwara).

The college has a dedicated lease line of fast internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and students. The institute has updated all the facilities as per new advancements and needs.

Library: There are computers available for the student-teachers to access to e- resources with internet and Wi-Fi connection. Free E-Resources like E-journals, National Digital Library facilities which include printer, scanner, computers are available for student-teachers and faculty members.

Computer Lab: It has a server with LAN and internet connection provided independently for learning to Educators & students.

Accessibility: In the college LAN and Broadband internet connections are connected to the Principals' office, Staffrooms, administration office, library and computer lab. Usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, and blogging, for curricular and co-curricular activities. Power point presentations, seminars and assignments etc. are possible through the ICT facilities. ET (Educational Technology) equipment is used for preparing teaching learning materials, and ICT facilities to enhance teaching competencies and for research.

Software: The institution uses predominantly Windows 7, 8, & 10 to support a mastery of basic IT skills for students. All the desktops are secured by antivirus named Quick Heal company.

During covid-19 conditions conferencing apps like zoom, google classroom, Microsoft team were used to conduct online classes smoothly.

The college has traversed from normal internet to high speed internet and an additional leased line. Normal classes are transformed into Smart Classrooms. The installation of e-learning tools allows better interactive learning.

College possesses 63 computers and servers that cater to all the academic and administrative purposes through Local Area Networks (LAN) equipped with internet facility. The internet is facilitated through LAN and wireless connections which is controlled by a Hardware firewall.

CCTV cameras: CCTV cameras are installed in each classroom and on every floor for security purposes.

Website: Institution has website (www.aef.edu.in/ace) which is connecting link between institutions and stake holders for sharing information and it is regularly updated.

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

4.3.2 Student – Computer ratio for last completed academic year

Response:

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

4.3.3 Internet bandwidth available in the institution

Response:

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

Response: 50

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

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

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

Response:

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link to videos of the e-content development facilities	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The Ashoka College of Education has a system and procedure for utilizing physical, academic and support facilities under the supervision of the principal, concerned staff and committees assigned under each head.

Laboratory Maintenance

The laboratories are maintained by staff in-charge with the help of lad attendant. A procedure is followed for service and maintenance of lab equipment, website, and computers. Request for approval of maintenance is made before the Budget Cost Committee (BCC). The practical teaching laboratories operate from Monday to Friday in various departments as specified in course curriculum with a desired area.

Library:

ACE Library provides access to all students and faculty members to high quality educational books, journals, e-resources and databases relevant to various courses offered. The library has a good collection of textbooks and reference books (3964 volumes), journals (10) and other reading material. All the books are accessioned in the Accession Register, classified as per Dewey Decimal Classification (DDC) Scheme and processed to make them available to use. The library remains open from Mondays to Saturdays from 9 am The library offers a number of services including lending of books, Reference Service, Photocopying Service, and Digital Library Service. Library is equipped with adequate number of computers and other equipment to facilitate users accessing digital content within the library premises. Pest control is done on a regular basis to prevent silver fish and bookworms.

Sports Facilities:

ACE provides outdoor games, such as football field, basketball court, volleyball court, cricket ground, and long/short jump and indoor games like carom and chess to all students and staff. The department operates from Monday to Saturday as specified in course curriculum with a desired area. In order to ensure smooth functioning of the sports facilities, students and staff must carry their ID card to utilize the facilities of the sports with proper log book entry, as applicable. The entire sports room is under CCTV surveillance to monitor movement of people and equipment etc. The sports room is equipped with fire management

(detection, alarm, evacuation and control) system to save people and property in case of emergency. Regular maintenance of the sport equipment is done. The damaged equipment is repaired for proper utilization. The equipment which is not reparable is added to dead stock.

Necessary first aid kits, regular water supply and the basic cleanliness of the premises are looked after by ground men and supervised by director of physical education and faculty in- charge from time to time.

Classrooms and Building maintenance:

The physical infrastructure is well maintained and upgraded with necessary requirements. Regular cleaning is done. Plumbers, electricians and carpenters are hired periodically for the maintenance of classrooms and building. Cleaning of tanks, garbage disposal, pest control, and campus maintenance is done regularly.

The garden is maintained with rich source of indoor and outdoor plants. Pollution control plants, medicinal plants, xerophytes and various flowering plants are grown to maintain green and eco-friendly campus.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response:

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

5.1.2 Available student support facilities in the institution are:

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

Response:

20-07-2023 10:57:55

File Description	Document
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

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

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

Response:

File Description	Document
Upload any additional information	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response:

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	22	28	36	22

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

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

Response:

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

Response: 20

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

Response: 00

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

Response: 00

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	2	0	0	0

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

5.3 Student Participation and Activities

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

Response:

Student council is a body of elected students who address institute issues and organize activities for various committees.

The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out curricular, co curricular & extra-curricular activities. In addition to planning events that contribute to institutional spirit and community welfare, the student council is the voice of the student body. They help share student ideas, interests and concerns with the school wide community.

Objectives of student council:

1. To make the students participate in the development of the Institute and develop their career, personality and organizational skills through interactive programs with the faculty, administration and society.
2. To promote physical, mental, emotional, intellectual and spiritual up liftment of the student

Community

1. To promote socio cultural responsibility for the betterment of the students in particular and society in general by participating NSS outreach programs.

At Ashoka College of Education, we create Student Council each year for the benefit of the students' general development. The student council assists in communicating students' concerns, interests, and ideas to the principal and teachers. Student council serves as a link between the faculty and students.

They play a crucial role in the efficient operation of co-curricular activities by encouraging students to take part in, plan, and carry out the range of academic and extracurricular activities offered by the college under the guidance of the Principal and the faculty in charge. Its primary goals are to uphold discipline, offer a grievance resolution process, run numerous programmes, and help student teachers cultivate a sense of teamwork, leadership, and cooperative learning.

The Students Council's activities include participation in regular meetings, seamless instruction in the classroom, administration of sports and cultural events, and handling of student grievances to Faculty and Principal. Student council is an important link in the communication between institution & students.

General Secretary: General Secretary represents all students & is major part of decision making mechanism.

Class Representative: The selection of the Class Representative is based on the previous year's highest percentage.CR serves as the teacher's point of contact with the class.

NSS Representative: The NSS Programme Officer supervises the NSS Representative's work. The NSS representative is essential in coordinating NSS activities at NSS Camp. They also keep track of NSS activities and observe specific days as directed by statutory bodies.

Cultural Representative: The cultural representative collaborates with the students and works under the direction of the cultural in charge of the staff to organise a high-caliber cultural programme that will be presented on a variety of intra- and intercollegiate platforms.

Sports representative: The annual sports day event is organised with the assistance of the sports representative, as well as smaller events that aim to encourage student athletes and sportsmanship**.**

Internal Complaints Committee Representative: ICC Representative is selected among the students.

Grievance committee: One or two student representatives are chosen by the Grievance Committee from among the students who attend its monthly sessions.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	7	2	4

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

5.4 Alumni Engagement

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

Response:

Alumni Association has very important role in Quality Improvement of Ashoka College of Education.

Objectives:

1. To promote and develop the mutual relationship and rapport among the alumni, the present students, the staff & the management.
2. To build a strong connection between alumni and college.
3. To provide career development and guidance.

The Alumni motivates the students to excel in their task. Alumni also provide career guidance for higher education and job placements. Alumni Meets are held to create a setting for networking and interaction between graduates from diverse batches. The institution's alumni support the planning and delivery of the programme. Alumni strongly promote student support and inspiration, which aids in advancing the institution to new heights of achievement. The Alumni Association's mission is to uphold students' commitment to the institution and to further its welfare. The ACE Alumni Association is an active team that plans activities, events for the welfare of the current students and the institution as whole.

The role of alumni association in the development of institution highlighting two significant contributions in fictional aspects.

1. **Assist in Training**- Our pupils are placed in numerous schools with the assistance of many alumni who have significant positions as coordinators, academic leaders, and entrepreneurs. These individuals are invited to the facility on various occasions, such as Teachers' Day, Annual Events, and Orientation Days, in order to inspire students and share their own professional experiences. The distance between institute and teacher preparation is bridged by regularly inviting alumni to conduct session judges, audits, and important feedback in curriculum planning and assessment approaches. The alumni are invited regularly to conduct session on their respective areas of expertise.ACE Alumni serve as resource person at various sessions. For many college events, alumni are invited as judges, chief guests, or guests of honour. Outstanding alumni information and their accomplishments are posted on the college website. When our students travel to the schools for internships and practise teaching opportunities, alumni assist them. Additionally, alumni lead the sessions.

1. **Assist in Placement** Alumni let us know if there are any openings in the institutions where they work. Our outstanding alumni occupy respectable positions and work at reputable institutions. They are in a position to assist us in placing our present pupils because they are at levels of authority.

1. **Alumni contribution**: In order to show their love and respect for the institution, alumni provide numerous helpful and necessary items.

Alumni gave instructive materials and novels to the library department at the institute.

1. **Other areas where Alumni assist**

1. Through what's App community, alumni are connected to us.

2. Alumni are honoured for their exceptional accomplishment

3. Alumni Meet is planned once in a year.

4. Alumni add information about campus events to the group and Facebook.

5. The college website features information about notable alumni and their accomplishments.

6. Alumni who had previously competed in the same contests can provide current students with competitions coaching.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni has an active role in the regular institutional functioning such as 1.   Motivating the freshly enrolled students 2.   Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4.   Support to curriculum delivery 5.   Student mentoring 6.   Financial contribution 7.   Placement advice and support

Response:

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	02	02	02

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

ACE always believe in maintaing good relationships with alumni over time is crucial to the success of students as well as institutions. Alumni serve many valuable roles, such as helping to build and grow an institution's brand through word-of-mouth marketing.

1 Role of Alumni in Motivating Students:

Alumni Association plays a vital role through student support, financial support, and recognizing talent, nurturing competencies to be successful in their profession and providing strategies to be effective and efficient as teachers to meet the local and global challenges.

The institute has an active alumni association that works with the faculty to enhance teaching methods, evaluation procedures, and the value of student portals to the social welfare of students. Alumni guides students to participate in various activities, and motivate them to present research papers which help students to enhance their confidence. They also encourage them to Paper Publications, participate in inter & intra collegiate events, through grooming sessions and debate competition.

2**. Role of Alumni in recognizing talent of Students**:

Alumni support the students as they begin the Teacher Training course by organising talent shows, orientation, seminars, and ice-breaking activities. Students who enrolled in the course mainly came from a variety of backgrounds, including socioeconomic status, gender, cultural diversity, level of education etc. Because of these differences, students need support from faculty, seniors, and alumni to navigate their journey successfully and advance academically and personally. Alumni plays a significant role in closing this unabridged gap. Alumni guide about reference of Library and online resources. Alumni let the placement cell know if there are any openings in the schools where they are employed. Social media connections between alumni, educators, and the institution support alumni's active participation in the institution.

3. Role of Alumni in Nurturing and furthermore talent of student:

Many alumni of ACE move ahead to complete their M.Sc., M.A., or M. Ed. degrees, as well as to pass the CTET and TET exams. This indirectly gives motivation to current students in the field of education, Our Gold Medalist Alumni and University topper's performances provides guideline to Elite Club Students on how to study effectively. We plan various sessions for the current students to take benefit of alumni expertise like content Enrichment sessions, CTET/TET Guidance session etc. Alumni assist our students in developing their practical skills through practicum and internship. Alumni encourages enrolment in distance learning programmes and certificate courses in value education. Alumni actively motivate current students to attend workshops, seminars, and conferences.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

Excellence in Teacher Training Education through need based, practical education with holistic approach for self-exploration and global citizenship with deep rooted ethos of Indian culture.

Mission

The mission of ACE is to help to create excellent teachers through innovative teaching learning strategies, skill development with the effective use of technology in an educational, social environment that values diversity, individuality, and mutual respect for Indian society, nation and world.

Institution tries to implement the vision in all planned activities. Management and teaching staff focus on the vision of the institute in every events which are organized by the institute in the academic year. Students are putting their efforts to fulfil the objectives of the B. Ed. course with the same zeal. Students are trying to fulfil the vision and mission of the institute. Institute is following the mission to help prepare outstanding educators through innovative teaching learning strategies, skill development and the effective use of technology in an environment that values, diversity, individuality, and mutual respect for the free exchange of ideas with an emphasis on service to community. Periodical meetings for improvisation if required in academics take place under the guidance of Hon. Chairman Sir, Secretary, Director, Administrator and Principal of the institute with the staff.

Decentralization is the heart of the institute. We believe in equitable distribution of the work on the basis of interest and potential of the human resources. We have various academic committees like admissions, academic activities, examination, management of library etc for smooth functioning of the Institute. The key responsibility areas are clearly defined and communicated to respective staff to understand their roles and responsibilities.

Staff members along with student representatives, are involved in the academic calendar preparation process, their opinions are considered. The hierarchy of the institute includes Top Management, Principal, Academic Coordinator, Teaching Staff, students and non-teaching staff.

1. IQAC Internal Quality Assurance Cell
2. Core Academic Committee
3. Library
4. Practice Teaching and Internship
5. Examination
6. Co-Curricular Activities
7. Training and Placement
8. Admission Committee

9. Alumni Committee
10. Anti-Ragging Cell
11. Internal Complaint Committee
12. Grievance Cell
13. Magazine Committee
14. Competitive Exam Cell

These committees include Faculty and Student representatives. They work hand in hand and carryout the working of the committees successfully for free exchange of ideas with an emphasis on service to society. They design and work out the academic programs. They are given freedom to chalk out and plan their activities in a creative way for conducting the curricular and co-curricular activities.

Thus decentralization allows active participation of all stakeholders to make administration effective.

Our Institutional Vision and Leadership are made known to the various stakeholders by using following ways:

- **Online resources:** https://www.aef.edu.in/ace
- **Print Media:** Prospectus, Brochure of the Institution, College Magazine, board displaying vision and mission at the entrance of the institution
- **Programmes conducted by college:** https://www.aef.edu.in/ace
- **Academic:** Orientation for the Student-Teachers, Seminars, Workshops, Guest lectures.
- **Extra/Co-curricular:** Alumni meet, Excursion, Parent Teachers Meet, Vasntosava/Ashokotsav – Intercollegiate competitions and Annual Cultural Program.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2 Institution practices decentralization and participative management

Response:

Administrative Decentralization:

Institution follows the administrative Hierarchy like Hon. Chairman, Secretary, Director, Administrator, Principal, Teaching Staff, Non-Teaching Staff, Support Staff. Management take place under the guidance

of Hon. Chairman, Secretary, Director, Administrator and Principal of the institute. Teaching staff, non-teaching staff and support staff attend the meetings and give the inputs, suggestions for the effective and smooth work culture. Administrative work completion status is shared with the management for transparency of the monthly work carried out by admin department. After the MRM presentation if any suggestions are there from management then those suggestions are implemented for the smooth functioning and development of the institute.

Academic Decentralization:

Institution follows PDCA Plan, do, check and act for all the academic activities. At the beginning of the academic year committee distribution work takes place. Equal opportunities and responsibilities are given to all the faculty members. Academic of the Institution is totally decentralized. The institution has constituted different committees to execute different functions like admissions, academic activities, examination, management of library etc. There is constant interaction among the functional units of all the committees. Various committees and bodies constituted for smooth educational and administration work. Committees comprise of the in - charge and other staff members and students. They design and work out the academic programs. They are given freedom to chalk and plan their activity in a creative way for conducting the curricular and co-curricular activities. Due to this decentralization, work is distributed equitably and effectively completed. The Principal and Coordinators of various committees monitor all the college activities in consultation with each other for effective administration. Perspective planning of the institution is chalked out in the meetings with all above committees. The suggestions are invited from in the meeting and perspective plan is finalized to get approved in CDC meeting.

Participative Management –

To display the participation of all the stakeholder in the process of smooth function of the institution following organogram can be referred.
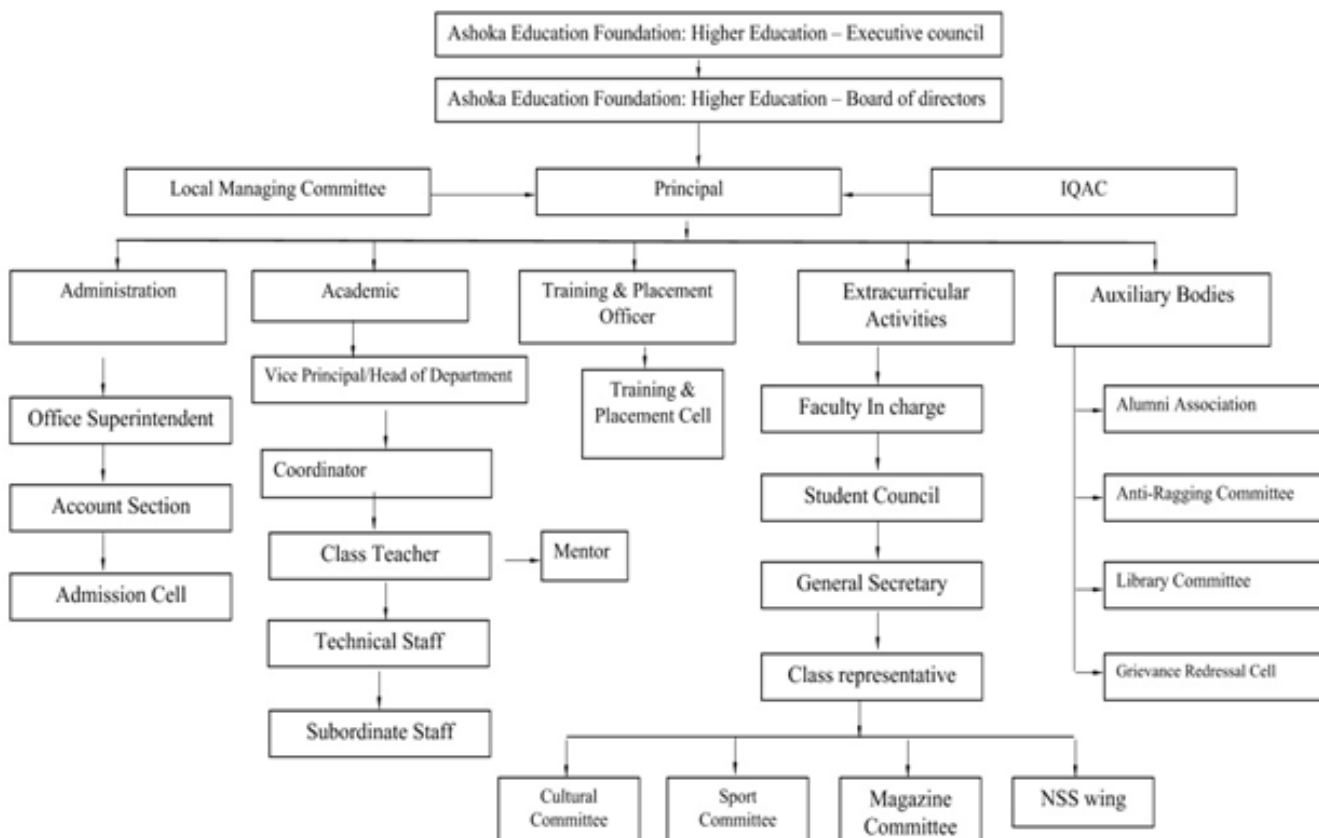
File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Financial transparency:

 Audits are conducted with the objective of fact findings and not fault findings. Transparency is the heart of audit process. The accounts of the college are maintained and audited regularly by the Chartered Accountant. Details of income and expenditure are stored with the help of tally software. All the financial statements and pay sheets are prepared using the computer. The C.A of the institute undertakes internal audit. The financial documents and receipts are produced for scrutiny and the maintenance of accounts is completed within stipulated period of time. Salaries and other expenditures are directly controlled by the management. Funds collected from the student's fee as per norms as a part of a self-generated resource

that is spent for the salary. Fee and funds available with the college are directly controlled by the Trust. Scholarships and other benefits available to the students are directly credited into their bank accounts.

Academic transparency:

The college offers B.A.B. Ed and B.Sc.B. Ed course. Admission is taken on the basis of entrance examination conducted by the state government since 2019. Institution follows PDCA Plan, do, check and act for all the academic activities. At the beginning of the academic year committee distribution work takes place. Equal opportunities and responsibilities are given to all the faculty members. For the academic transparency in teaching – learning process, each faculty member prepares monthly report in which details such as syllabus completion status as per micro plan, mentee's feedback, class observation marks, and details of committees' work done, research work and academic achievement. This all information is shared with management. At the beginning of the academic year, institution prepares academic calendar and budget. It is presented and approved by Management for the academic year. Chairman and Secretary approve the final draft of the academic calendar and budget. In Management Review Meeting activities, syllabus completion report, attendance of students, placement, start up, research paper, grievance report, faculty achievements, student achievements, sports, university exam result analysis and NSS report presented for the transparency.

Administrative transparency:

Institution follows the administrative decentralization like Hon. Chairman Sir, Secretary, Director, Administrator, Principal, Teaching Staff, Non-Teaching Staff, Support Staff. Periodic meetings take place under the guidance of Hon. Chairman Sir, Secretary, Director, Administrator and Principal of the institute. Teaching staff, non-teaching staff and support staff attend the meetings and give the inputs, suggestions for the effective and smooth work culture. Administrative work completion status is shared with the management for transparency of the monthly work carried out by admin department. After the MRM presentation if any suggestions are there from management then those suggestions are implemented for the smooth functioning and development of the institute Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Ashoka College of Education is an integral part of the Ashoka Education Foundation - AEF which was established in 2002. The foundation was established for educational, scientific purpose and advancement of general public welfare. The commitment of the top management is seen through its aims and objectives which are:

- To prepare student teachers for helping physical, mental, social, emotional, aesthetic and linguistic development of student by means of individual and group activities.
- To impart student teachers with relevant knowledge of student psychology, basics of cultural anthropology, sociology, Indian heritage and student's environment.
- To develop among student teachers, the capacity and desire for obtaining parental cooperation and establish coordination with the agencies working in similar areas.
- To equip student teachers with the competencies requisite for dealing with the 21st century issues of the choices and challenges of students.
- To prepare student teachers as a Global Teachers with knowledge and skills of Innovative, Modern Pedagogy and Research attitude

For this case study Example: Cultural Activity 2018-19 , Date: 31st January to 2nd February, 2019

Objectives:

- To give chance to show hidden talent.
- To give platform for collaborative work and cooperation.

Cultural Event (2018-19) Schedule

Day-1 (31st January, 2019)

Competitions	Time	Venue	Incharge	
Traditional Day	10.00a.m.-12.15p.m.	B.Ed. Hall	Prof.Archana Gatkal Prof. Sonali Murtadak	
Poster Making (Child Education)	12.30 pm – 1.25 pm	Psychology Lab	Prof. Amol Handore Prof. Shweta Varade	
Mehendi Making	12.30 pm – 1.25 pm	B.Ed. Hall	Prof. Smita Borade Prof. Bhagyshree Upasani	
Game	2.00 pm – 3.00 pm	B.Ed. Hall	Prof .Prakash Ahire Prof. Pravinkumar Jadhav	
Result	2:00 p.m.- 2:25 p.m.	Psychology Lab		

Day-2 (1st February, 2019)

Competitions	Time	Venue	Incharge	

Group Day / 'Akshar' Day	10.00a.m.-12.15p.m.	B.Ed. Hall	Prof. Kaveri Jadhav Prof. Eknath Pable	
Rangoli Making	12.30 pm – 1.25 pm	B.Ed. Hall	Prof. Shruti Pawar Prof. Appasaheb Jawale	
Hair style	12.30 pm – 1.25 pm	Psychology Lab	Prof. Shital Aher Prof. Santosh Koli	
Antakshari Competition	2.00 pm – 3.00 pm	B.Ed. Hall	Prof. Asha Thoke Prof. Vinayak Ikade	
Result	3:00 p.m.- 3:25 p.m.	Psychology Lab		

Day-3 (2nd February, 2019)

Days	*Time*	*Venue*	*Incharge*	
Cultural gathering	10.00 am to 1.30 pm	Junction Hall	Prof. Prof.Priya Kapadne Prof.Farhana	
Prize Distribution	2.00pm to 3.00pm		Prof. Dr. Rekha Patil Prof. Bhagyashri Oltikar Prof.Vaijayanti Gunjal Prof.Prachi Chavan	

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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

Response:

Institution follows the process given in policy for effective and efficient procedures of administrative set up, appointment, service rules and procedures. Institution publishes advertisement in newspaper for any recruitment, applications are invited for the posts, interview letters are issued, after successful interviews demos are observed, if final selection is done then joining letters are issued to the candidates, appointment letters are issued to the new candidates. Induction program is implemented for the new joined candidates by the experienced faculty members. In the induction program: policy, vision, mission, work culture, leave policy and other details of the institute are explained to the new joined candidates. Induction program is organized for new joinee where orientation of HR policies, Institution details, ISO process is explained.

Advertisement, Invitation of Application, Interview of Eligible candidate, Appointment and Joining letter, Induction program, Regular implementation of HR policy

Planning and Development

The Planning part is completely done with the assistance of the technology. The Micro plans of teaching are prepared in the beginning of the year which is shared with students through common mail id. Institution uses WhatsApp common groups, ERP Sero soft, Google classroom to share notes, PPT's, micro plans with students and taken attendance.

Administration

Institution's administration is done mostly through e governance. The monthly reports comprising of

Faculty Performance Report, Teaching Report, Attendance Report, SDP Report, Activity Report, Mentoring Report etc. are shared with the Management.

Finance and Accounts

Finance and Accounts are maintained in the Tally Software. The periodic audit is carried out and the reports are prepared.

Students Admission and Support

Students Admission takes place through CAP Round. Various form filling processes, University mandatory documentation work is done through the technology. Counselling cell and admission committee help students for the admission process.

Examination

ISO defines its process for concurrent evaluation and university evaluation. One of the academic objective of ISO is increased the no. of students in distinction. Immediately after the admission of the students they are categorised in O, A, B, C, D category on the basis of the entry marks. Teachers give commitment and match it with actual result and make the plan of action for further improvement of students. Monthly test, prelim examination, evaluation through seminar is regular practices used under examination. University question paper solving, revision, remedial teaching and feedback enable for achieving good results.

Grievance redressal mechanism

Institution has grievance redressal mechanism in place which is helpful for students and teachers as well.

College Development Committee CDC

Institution conducts CDC meetings quarterly throughout the year. Wherein dignitaries recommend to college for improvement in all respect such as teaching learning process, conduction of any conference or seminar.

Anti-ragging Cell

Institution follows all required steps in conducting anti-ragging activities such as selection of Nodal Officer, anti-ragging cell, etc. All faculty members are part of anti-ragging cell and one faculty plays the role of nodal officer who conducts the orientation session, fills anti-ragging affidavit forms from all the students, shows anti-ragging videos to the students for spreading awareness in students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response:

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

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

Response:

Various Committees are formed at the beginning of year to carry out the decisions such as IQAC Internal Quality Assurance Cell, Library, Practice Teaching and Internship, Examination, Event Management and Co-Curricular Activities, Training and Placement, Admission Committee, Alumni Committee, Administration and Accounts Committee, Anti Ragging Cell, Vishakha Cell/Internal Complaint Committee, Grievance Cell, Magazine Committee, Research Cell, Competitive Exam Cell.

The Institution follows ISO mechanism for quality assurance.

Minutes of Meeting details are attached below:

1. The Audit was held on 18/2/2022. OFI was observed in Academic year planning process. The observation was, Process needs to maintain systematically & maintained all the records properly. The reason of OFI was 2nd Term Academic calendar is not uploaded on website. The compliance closer date was within 5 days.

2. Similarly, the OFI was observed in admission process. The observation was, Process needs to maintain systematically & maintained all the records properly. The reason of OFI was Demographic analysis was missing. The compliance closer date was within 5 days. The action was taken and all the OFI was closed in given stipulated time.

College Development Committee

The CDC meeting takes place twice every in a year and endeavours to promote academic excellence, infrastructural development, prepares a comprehensive development plan for the institution, teaching activities, academic calendar, co-curricular activities, new courses, training programmes, prepare the annual report etc.

IQAC

Institution has been a quality conscious in all its actions and dealings. It has been the uppermost concern and thrust, and its motto. The IQAC of institution in keeping with its objectives strives towards quality enhancement of all aspects of the institution and prepares, plans, and promotes measures for improved functioning of the institution.

Anti- Ragging Cell

Institution has an anti- ragging cell to cater to the safety and welfare of the students. The committee comprises the Nodal Officer, Principal and faculty members in it. The objectives of the cell are to be vigilant and prevent incidences of ragging, educate the students and create a positive environment in the institution. Anti-ragging affidavits are filled by all admitted students at the beginning of each year of the course.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Staff career planning and evaluation recognizes scholarly activity in pursuit of academic excellence is the responsibility of each member of the staff, supported and guided by the head of the departments. It encourages its staff to introspect and identify their own development requirements and aspirations as well as being supported in this process by the management. In accordance with the equity and diversity policy of the college there is a commitment to provide equal opportunity to the entire faculty irrespective of disability, gender, marital status, family responsibilities and age. Apart from this, Strength and weakness (SW) analysis is done in the college to identify the personal, organisational, student level growth and social aspect initiation to enhance their professional learning and development.

The following decisions are the outcome of such plans and analysis:

- Faculty members all the departments have been deputed for training, seminars, and
- Invite eminent academicians to the campus and facilitate interaction with the faculty.
- Regular training programmes are organised to train the administrative office staff regarding office automation (ERP)software.
- Faculty empowerment in its broadest sense includes on-job learning, specific training in order to carry out new projects and challenges, knowledge sharing with the colleagues, mentoring, coaching, research and study, consultancy, participation in conferences, seminars, courses and training programmes.
- The college administration remains active to provide latest infrastructural and training input to the faculty. It uses all its resources, governmental schemes to add to the equipment. At present college have latest computers, printers, projectors etc. to support faculties.
- There is one PC allotted to one faculty to upgrade themselves on subject excellence.
- Employees' welfare is efforts that are made to make life worth living for employees. It's a term that includes the benefits, services and facilities that are offered by employers to their employees for the purpose of providing comfort an improving their lives. It includes various services, facilities and amenities provided to employees for their betterment.
  Staff Welfare Provisions:
  A. Statutory-
  1. Institute provides Provident fund to all the staff including Non-Teaching Staff.
  2. Maternity benefits are provided to the eligible female staff.
  3. Benefit of Gratuity is provided as per the norms.
  4. Institute has a Mediclaim Facility for all staff.
  B. Leave, Healthcare, Professional Support-
  1. AEF School Fee Wave off whose wards are in Ashoka group of School.
  2. Staff are gifted on their birthday and feel their existence in.
  3. Exam leave for upgradation of qualification.
  4. Special leave for Ph.D work.
  5. Special leave - 5 days to the staff in case of death of person in blood relation.
  6. Marriage Leave -07 days to the respective staff member.
  7. Medical Leave -07 days to the respective teaching staff member
  8. Diwali Gift is given to all the staff.
  9. Financial assistance is provided to the staff in case of emergency.
  10. Separate area for Canteen and cafeteria is provided to the staff.
  11. Indoor sport facility.
  12. TADA provided for official duty & for attending Seminar Conference Workshop etc.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Certificate of membership	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	10	13	15	10

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

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

Response:

Yes, the college have Performance Based Appraisal System from the initiation of the college. The staff members are required to fill and submit the prescribed performance appraisal forms along with then necessary documents. The principal /Vice principal verifies all the necessary reports and forward it to

management.

There is also a provision of Self-Appraisal System in the college. Self-appraisal of the staff is carried out every year regularly. The prescribed forms are made available by the Management for appraisal on various parameters such as Teaching, Learning and Evaluation related Strategies, Co-Curricular, Extension and Professional Development Activities and Research contribution. The HOD's,analyse the self-appraisal reports and gives necessary suggestions to the staff for improvement. The Principal reviews his/her performance at a personal meeting. The Principal uses this format to encourage, and to point out the strengths and weaknesses of the faculty for further improvement. The final report of the self-appraisal is communicated to the Management.

It is divided into three categories.

1.Teaching, Learning and Evaluation (including results)

2.Co-curricular, Extension and Professional Development

3.Research, Publications and Academic, organisational and social Contributions

Institution has Performance Appraisal System for teaching and non-teaching staff. Performance appraisal is done annually at the end of each Academic Year

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The accounts of the college are maintained and audited regularly by the chartered accountant.

Institution conducts internal and external financial audits regularly. TheInstitution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted half yearly by the internal financial committee of the institution. The committee thoroughly verifies the income and expenditure

Before the commencement of every financial year, Principal submits proposal on budget allocation,

considering the recommendations made by the committees and concerned committee tracks how much money is kept and how much money is spent, to the management.

2. Budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non – recurring expenses like lab equipment purchases, furniture and other development expenses.

3. Committee monitors expenses as per the budget allocated by the management.

4. The depreciation costs of various things purchased in the preceding years are also worked out.

Process of the internal audit: All vouchers are audited by an internal financial committee on half yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the Principal.

Process of the external audit: The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response:

The major sources of institutional receipt/ funding are Fees received from the students. Deficit has been managed by funding from parent trust. Suitable Institutional mechanisms are available to monitor then effective and efficient use of financial resources. We have developed our own internal audit structure to process and monitor effective and efficient use of available financial resources. The annual budget of Revenue Expenditure and Capital Expenditure are recommended annually by the Finance Committee and approved by the Board of Trustees. Results are compared and analysed. Generally, the recurring expenses

and the capital expenditures are projected to be within the budgeted resources of the institution. We are working following on time and real time basis under internal control mechanism. Our expenses are monitored, checked and controlled under vertical hierarchy through internal control system of all the day to day transactions. Apart from above we have also appointed external statutory auditors.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Yes, the college has established an Internal Quality Assurance Cell (IQAC).

The institutional policies with regard to quality assurance are as follows:

- Ensure, sustain and enhance the quality of teaching, learning, evaluation and infrastructure
- Imparting quality education through more of practical based teaching methodology.
- ICT enabled teaching learning mechanism.
- Quality feedback mechanism.

Contribution of IQAC:

- Feedback for evaluation of teachers are devised.
- Department-wise examination results are analysed.

IQAC acts as a co-ordinating cell which ensures quality. IQAC plays a crucial role in connecting and coordinating the various bodies in the matters related to the teaching-learning process. It functions as an umbrella engaging in all systems in materializing its goals and objectives through ISO processes. We have started two major initiatives to monitor and evaluate academic excellence through IQAC:

1. MRM

2.Great teacher Activity

Title: Best Practice 1: Management Review Meeting (MRM)

- **Objective:** To continual monitor the activities of various units by top management for improvement & of short term targets set.
- **The Context:** In continuation of ISO standardisation practices followed by the units, review of internal system the management to timely identify the lacuna in the system. Management review meeting Assurance Guidelines (QAG) department. Unit head presents the data with explanation prescribed framework.
- **The Practice**: In the following format data is presented in every MRM to monitor the objectives success in

1. Review Quality Policy

2. Review of quality objective – Academic, Admin, Library

From the data presented, remarks are given by Hon. Chairman, Director & Administrator.

Plan of action is prepared & compilation of it is made to be presented in next MRM meeting.

- **Evidence of Success** Quarterly MRM scheduled activities.

Title: Best Practice 2: Great Teacher Activity

- **Objective:** To inculcate characteristics of Great teacher among educators.
- **The Context:** Realising that the role of education system is not only restricted for development of student entire society, and it should begin from culture adopted at Educational Institution. Great planned from our college, by implementing Great Educator Program.
- The Great Educator Activity is based on Article Based of Dr. Maria Orlando, a core Educator Doctoral Educational Leadership and Management Specialization at Capella University.
- **Great Educator respect students**
- **Sense of Community and Belonging in Classroom**
- **A Great Educator is warm, accessible, Enthusiastic and caring**
- **A Great Educator sets high expectation for all students**
- **Creating a learning environment among Educators**
- **An Ideal Educator shifts gears**
- **A Great Educator is a skilled leader**
- **A Great Educator collaborates with colleagues on an ongoing basis**
- **Professionalism in Education.**
- **The Practice:** Based on above characteristic Educators studied each characteristic in depth &

analysed implementing of Great Educator activity in college. Implementations of these characteristic evaluation of criteria for behavioural aspects of educators in the campus.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Institution follows ISO Teaching learning process

The core of this standard, and many other management system standards, is the so-called Plan-Do- Check-Act (PDCA) cycle, which says that, in order to have an effective management system. The first step in the cycle is planning, which includes defining objectives, policies, procedures, and processes, including measuring aimed to show whether the processes are delivering the expected results. The next step is the Do phase, which represents the realization of the planned arrangements, applying policies and procedures, performing processes, and producing records. After the Do phase comes the Check phase, where the results of the Do phase are analysed to determine performance and effectiveness of the activities and actions that were taken during the Do phase, which includes analysing, monitoring, and measuring results, audits, and management reviews. As the final stage of the cycle, the Act phase is where the organization needs to take actions according to the results of the Act phase in order to achieve continual improvement. The PDCA cycle should be an ongoing cycle that drives the organization towards continual improvement.

Plan – Analysis of the business environment and customer needs and their influence on the organization. Define company targets, objectives and processes to meet customer expectations.

Do – Implementation of management and quality action plans and collection of data for analysis in subsequent steps.

Check – Monitoring and measuring processes and actual results for comparison with expected results and targets.

Act – Improving quality and customer satisfaction by responding to previously collected information.

The ISO Teaching Learning Process have activities, responsibilities with various stage outputs which is detailed described in ISO manual.

Process Monitoring & Measurement system is as follows,

Process Monitoring & Measurement

Parameter	Indicator	Measurement Methodology	Frequency of Monitoring	Responsibility	
Students Satisfaction	Student Satisfaction Score	Student Feedback	Twice In Semester	Feedback Coordinator	
Effective Delivery Of Sessions	Class Observation Score	Class Observations By Senior Faculties, Coordinator, VP, Principal And Management.	Once In A Month	VP/ Coordinator/ Principal/ Director	
Result	% Of Students In First Class & Distinction	Result Analysis	After University Result	Class Teacher	

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response:

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

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

Response:

For first cycle:

Describe two examples to show incremental improvements achieved within the institution during the last five years in not more than 500 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 500 words each

For first cycle:

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 500 words

Institution conducts activities for students and teachers such as innovative practices, developing leadership skills, organising events, conducting research, paper presentations and publications. Through value based and theme-based assemblies, community outreach programmes, environmental activities, institution endeavours to foster values that will form the foundation of the student teachers learning journey.

1. **Academic improvement –**

1. **Research cell**

Research would be something that would enhance the conceptual knowledge of a faculty as well as a student by giving them a practical connect that directly contributes towards the growth of the society. So, bringing research into teaching-learning methods has become the need of an hour. Earlier sessions and competitions related to research were organised butdefining its scope would be setting boundaries or limiting oneself for the research work. Hence, this SRPS with a multi - disciplinary approach would bring the students from different areas together with the common purpose of evolving new theories, methodologies and frameworks.

Objectives of SRPS:

1. To create awareness among the student
2. To Make students well acquainted with importance and opportunities involved in research work.
3. To inculcate the research culture in institute and among the student
4. **Administrative Initiatives**
5. **Community Outreach:**

Institution conducts various sessions to inculcate good health and hygiene habits among students. Institution in association with NSS such as Godaghat Swachhata Abhiyan, Gram Swachhata Abhiyan etc NSS team selected Moha village and Jalalpur village for the camp wherein various sessions were conducted for the students and villagers such as Health Check Up camp, Medical awareness, Hygiene Habits, Benefits of cleanliness etc.

Educational resources drive for a social cause was organised wherein students donated stationery supplies to be distributed among needy children.

File Description	Document
Relevant documentary evidence in support of the claim	**View Document**
Link for additional information	**View Document**

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Ashoka Education Foundation's Ashoka College of Education try to conserve energy by using alternate energy sources and also follows measures which are helpful for energy conservation.

Ashoka college of Education has developed energy policy for effective commitment of the Institution to the conservation of energy by defining energy management practice for electrical energy systems of the institution, focusing on sustainable practices in reducing the use of energy for maintaining an eco-friendly green campus.

Energy Optimization Plan

1. Periodic maintenance and replacement of other lights/lighting fixtures to LED.
2. Maintaining a sustainable approach by use of existing equipment efficiently till its life cycle ends, and replacing with more efficient equipment when necessary.
3. Reduce e-waste to maximum with proper maintenance, before moving on to Replace & Recycle stage.
4. Maximum use of Daylight for Indoor illumination and natural ventilation.
5. Grid Connected Solar plant
6. Establish connect with industries and conduct Energy Audit.

Solar is one of the important ways to cut down electricity costs at institutions. AEF is taking sustainable step to save the energy. In our college 140 kwp solar-power plant was installed on the college rooftop. We have installed 438 solar panels; it has been operational since April 2018. Since the installation of this plant, the institute has saving expenditure on electricity.

Premise has installed LED Lights and LED tube lights in campus for saving energy purpose. The awareness among the consumers of electric power in the campus is ensured through proper informative sign boards affixed near all the strategic points of electric power supply units.

The classrooms are ventilated and have high roofs that keep the rooms cool and airy. Use Maximum Daylight in building This reduces the need for air conditioning. The classrooms are well lit with large windows to allow natural light to come in, thereby minimizing the use of electricity.

The Premise ensures that energy in the form of electricity is not wasted and hence the wiring and electrical connections are changes/ renewed from time to time. Potted plants all over the premises for greenery and fresh air.

Energy audit is an effective tool in identifying and perusing a comprehensive energy management program. Energy audit of the premise was conducted by PPS Energy Solutions Pvt. Ltd. for the academic year 2022-2023.

Use of digital banners, reuse of one sided printed papers and adopt "think before you print 'attitude. Reduce the number of printed publications and documents by disseminating information and news via online means, if printing is necessary. Sensitize the staff and students regarding switching off the fans, lights, LCD's when not in use to save energy resources. Stickers and signs of "Switch Off Light and Fan" are put at various locations.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

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

Response:

Institute is conscious about the environmental issues arising from improper waste handling and take responsibility to ensure that waste from the campus are properly disposed or recycled. Waste generated in the campus using the basic waste management strategy of 3R's: Reduce, Reuse and Recycle i.e., reduce the amount of waste generated, reuse everything to its maximum after proper segregation and cleaning and keeping things which can be recycled aside and handed over to appropriate agencies. Proper scrap disposal policy is designed. The institution has taken up several measures for waste management to safeguard the environment. The waste is reduced in an organisation by training the students and staff with the help of waste management awareness program and its practices through advertisement on notice boards, displaying slogan boards in the campus. etc. Housekeeping Department, IT Department and Store department take proper care of waste management.

1. The waste which is segregated is then collected by housekeeping department and given to municipal corporation vehicles for proper disposal.
2. Even the furniture which is broken is also converted into reusable.
3. All the kitchen waste and gardening waste is giving to Ashoka Bio Green Pvt. Ltd. to generate good quality manure and biogas.
4. E-wastes such as computers, laptops, scanner, printer etc. are collected to store department and after management permission it is given to scrap vendor.
5. Old monitors and CPUs are repaired and reused. Electronic appliances and devices are put to excellent use where in the maintenance department handle minor repairs and major repairs are conducted by external technicians. All the old non-working electronic goods are given away for recycling and new electronic appliances which adhere to the environment protection rules and power consumption norms are purchased at regular intervals. Electronic waste is minimized by reusing the electronic components and regular maintenance.
6. Steel crockery is used in canteen to alternate the use of plastic crockery.
7. The institute takes care of the environment through solid waste management, in order to maintain

the beauty of nature in and around the campus. The college sensitizes its students and staff about the environment through various activities like Environment Day, Tree Plantation drive, Water management, Ozone Day & NSS activities. College has planned lectures, workshops likes Session on Plastic awareness, Session on World Wet Land Day, Poster making competition for students to raise awareness about plastic waste, food waste and menstrual waste. College has conducted workshop on Art & Craft in ACE to aware students about the reuse of the waste. In Annual day college has taken Best out of Waste competition.

8. Campus beautification is done with the used tires, plastic buckets etc.
9. To save paper, printing is carried out only when essentially needed. Single sided used papers are reused for writing and printing.
10. Monthly E bulletin, Annual college magazine are published online.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3 Institution waste management practices include

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

Response:

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document

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

Response:

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

The green campus concept offers the institution an opportunity to take the leading for defining its environmental culture through in stilling environmental ethics among students and staff. The Institute also promotes Clean and Green campus through adopting, practicing and promoting environmental friendly practices.

The college has about varieties of trees on campus that balances the ecosystem of the surrounding area. Green lawns are also maintained by college. Events like tree plantation, Swachha Bharat Abhiyan are organized regularly under NSS cell.

1. The students are given strict instructions to maintain the campus clean several quotes related to the importance of clean and green environment are displayed on the campus.
2. Support staff is appointed for the maintenance of litter free clean and green campus.
3. Separate housekeeping department work for the cleanliness of campus and policy is designed for housekeeping department.
4. All Departments and classrooms are provided with dustbins for dry wastage disposal.
5. The housekeeping department maintains the campus as per check list daily cleaning, weekly cleaning and yearly cleaning and maintenance schedule is prepared and followed and audited.
6. To maintain the sanitation toilet etiquettes orientation done to the students and it is also displayed in washrooms.
7. Environmental promotional activities conducted in collaboration with other eminent collaborators bring awareness among the students regarding advantages of tree plantation for an Eco-friendly Environment. College celebrates the World Environmental day on June 5th every year. It brought together the students and faculty members to a pledge towards growing more, and taking a step towards reducing Pollution. College celebrated days and conduct following activities-

Date	Name of Activity	
09-08-2017	Campus Cleanliness Drive	
14-08-2017	CBS Cleanliness Activity	
24-12-2017	Village Cleanliness Drive	
25-12-2017	Waste Water Management	

27-12-2017	Plastic Garbage Management
28-12-2017	Street Play on Cleanliness
16-01-2018	Poster Competition Clean India Green India
13-02-2018	Best out of Waste Activity
07-01-2019	Rain Water Harvesting
11-01-2019	Swatch Bharat Abhiyan
25-07-2019	Tree Plantation under Green India
17-08-2019	Plantation, Minimization of use of Plastic
22-02-2021	World Wetland Day Celebration
22-03-2021	Poster Competition on Water Day Celebration
19-07-2021	Tree Plantation Drive
07-08-2021	College Campus Cleanliness
09-08-2021	Pledge to Beat Plastic Use
10-08-2021	Slogan Making Activity
16-09-2021	Eco Club & Poster Making Competition on Ozone Day
21-10-2021	NSS Cleanliness Activity
27-11-2021	Session on Planet or Plastic
05-06-2020	Occasion of World Environment Day Tree Plantation
06-02-2022	Cleanliness drive
07-02-2022	Session on 'Plastic Alternative'
08-02-2022	Paper bag making and distribution to local vendors & Cleanliness drive
13-08-2022	Tree Plantation Drive
13-08-2022	Poster Competition on Clean India Green India
24-09-2022	NSS Department in collaboration with Municipal Corporation, Nashik was organize "CLEAN-

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response:

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.0	0.0	13.94	0.0	0.0

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

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

Response:

The college creates a synergy with the local environment through its community related work and outreach activities with the help of NSS, holistic development committee and competitive examination cell.

1. NSS has organized activities like tree plantation and cleanliness drive in surrounding areas for healthy environment. The NSS volunteers regularly visits adopted villages. Students visit and interact with the villagers and discuss various issues related to health, hygiene and education for eg. different guest lectures were arranged for the villagers on gender discrimination, water conservation, financial literacy etc. Rally and street play were also arranged on different social issue in village. Our students have undertaken various activities like teaching English communication, Maths, painting, bag making. Free Eye check-up camps and health check-up

camps were organized in adopted village.

2. NSS has organized Blood donation camp on the occasion of "founder's day", Activities has conducted on Gender Equality, Disaster Management Training, Cleanliness Drive at Panchavati, Someshwar for developing awareness among the students regarding social problems and developing awareness about cleanliness and hygiene. Through NSS department, Book donation drive planned for standard 1st to 4th for Zilha Parishad School at Jalalpur village. College has planned Tree plantation drive on the occasion of Founder's Day. Through NSS department, students visited to Sahara Care centre and donated Diwali faral and Wheat, Rice, and pulses for the needy peoples.

3. Holistic development committee has celebrated Gandhi Jayanti, Dr. Ambedkar Jayanti, Human Rights Day, Savitribai Phule Jayanti, Teacher's day, Rashtriya Ekta & Sankalp Divas etc. every year with great honor and respect. These programs promote greater value of life, love, integrity, fraternity and patriotism in the minds of the students.

4. Competitive exam cell organizes guidance session for teachers in different school. Different stakeholders like students, alumni get benefited out of it. This guidance is given on various topics like SET, NET, CTET, MPSC, UPSC.

5. College has organized seminars and workshops on life skill, yoga, meditation, personality development and guest lecture which is related to issues of community and environment like women's health, financial planning, blood donation, road safety etc. College has organized NSS Lecture on the occasion of YUVA WEEK for developing youth.

6. Under NSS college has organized various activities like tree plantation, Cleanliness drive, Rally for Cleanliness and Swachchta Pandharwada.

7. College has organized Educational visits for different subjects at YCMOY-Botony department, MIDC Nashik – Physics department, Botanical Garden, Suprakruti Madhushala, Gangapur Road, Nehru Planetarium & Nehru Science Centre, Mumbai, Vasant Dada Sugar Institute, Hadapsar, Moha Farm etc.

8. We have conducted courses like Enhancing Soft Skills, English Communication to strengthen students to become strong and responsible citizens.

9. We have conducted activities in pandemic for society like yoga with family, online poster presentation competition on Clean India, Corona awareness videos, mask distribution, meditation.

10. Institute has organized State Level Conference on "Research for Excellence in Teacher Education" Institute has organized Multidisciplinary National Webinar Digital Transformation in Education: A Forward Approach to develop knowledge and skill for stakeholders.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

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

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**

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

Response:

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

7.2 Best Practices

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

Response:

7.2 Best Practices - 1

1.Title of the Practice-	• **Elite Club**
2. Duration	Year 2019 -**Elite Club-**this practice still continuing
3.Objectives of the Practice	• To motivate and help students for getting the university g • To enhance student's satisfaction through appreciation an • To help students for getting the good score in university e doubt solving sessions, • To provide special guidance regarding answer writing, me expert sessions.

4.The Context	• Elite Club will cater the specific needs of academically ta[...] toppers). Elite club will cater the specific needs of acaden[...] • This cell will cater the needs of academically excellent stu[...] • This will help them to do better in academics.
5.The Practice	• Identification of students • Make what's app group at Unit level. • Identification of factors affecting student's performance .[...] • Identification / Setting of Percentage Targets for each stud[...] • Subject wise percentage target setting for each student • Preparation of student's schedule and monitoring it. • Regular evaluations and monitoring through Club meeting[...] • Induction session. • Organizing Expert Session. • Preparing and monitoring extra lecture schedules. • Reporting management & continuing improvement.
6.Evidenceof Success	• Class wise list of Toppers • Membership form • Expert sessions • Name of Gold medalist students in University
7. Problems Encountered and Resources Required	• Review the plan Vs Completed activity • Availability of Expert
8.Notes (Optional)	

7.2 Best Practices - 2

1.Title of the Practice-	**Scholarship for Economically Weaker Meritorious students**
2.Duration	Year 2017 -**Scholarship for Economically Weaker Meritorious stud**[...] continuing

3.Objectives of the Practice	• To help meritorious students who are economically weak by offer assistance, this in longer run can help in making Brand of Ashoka • The objective of the Scheme is to provide financial assistance to t meritorious students and enable them to pursue education
4.The Context	• Each year ACE awards scholarships, may be in the form of fee re and needy students. • These scholarships are given as fixed amount as Rs. 10K, 7.5K an • Three scholarships to each year of each course will be distributed. • Students are selected on the basis of academic and overall perfo • Required Documents- • Bio Data • Income certificate of parents. • All applicable mark sheet photocopies • Certificates all-round performances. • Recommendation from Coordinator • This scholarship is applicable to ACE students of all classes.
5.The Practice	• The eligible student will submit application to Admin Officer wi documents. • The principal with consultation of respective class teachers/coord will scrutinize the list. • Interview of Scrutinized candidates will be conducted by Expert a. Director, HE, AEF (Chairman) b. Administrator, HE, AEF c. HoD, Accounts d. Principal.
6.Evidence of Success	• Policy of Meritorious scholarship • Class wise student's application form for scholarship) • Class wise Selected students list • Disbarment of Scholarship
7. Problems Encountered and Resources Required	• Documentation of Students • Certificates all-round performances.

8. Notes	• The scholarship will be of sole discretion of foundation. • If the same no. of marks will be obtained by more than one student the rights to select one student based on guidelines.

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

7.3 Institutional Distinctiveness

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

Response:

Quality Assurance and Guidance Cell (QAG)

Introduction-
Ashoka College of Education is a college at Nashik, offering 4 years integrated B.Sc.B.Ed. & B.A.B.Ed courses. It is affiliated to Savitribai Phule Pune University, Pune and is recognized by National Council of Teacher Education (N.C.T.E.) and Maharashtra Government. It prepares students for a Bachelor degree of Science (B.Sc.)/Arts (B.A.) & Education (B.Ed.). It is a private, permanently unaided minority college. The institute was established in 2008.

Objectives of the QAG-

- To develop clarity and focus in institutional functioning towards creation, sustenance and enhancement of quality.
- To facilitate internalization of the quality culture permeating every sphere of the Institution.
- To facilitate the integration of the various activities of the institution.
- To provide a sound basis for decision making imbibing all the dimensions of service quality to improve institutional functioning.
- To act as a change agent in the Institution through implementation of best teaching-learning environment.
- To coordinate and improve internal communication to facilitate greater policy implementation and quality assurance towards its stakeholders.
- To ensure Efficient & timely work completion.
- To develop academic research culture.
- To help students to crack different competitive exams.
- To provide opportunity of placement to maximum students

QAG Cell has following Working Cells-

Sr. No.	QAG Cell	Particulars
1.	QMS/ISO	The Cell that has established Quality Management System in the 9001:2015 Certified.
2.	Training & Placement Cell	To prepare students for campus recruitment by arranging Seminar Interview Skill, Behaviour of Teacher through professional train Teacher's Educator Enhancement Programme
3.	Holistic Development	The Cell that develops the students in Emotional and Spiritual celebrating and observing various National Days and Events.
4.	Monthly Report Mechanism	Management Information System that generates Monthly reports e grade the faculty performance and provide suggestions on weak areas.
5.	Great Teachers Characteristics Mechanism	Being a Teacher Education Institute, the efforts are taken to make s Teachers, but Great Teachers.
6.	ERP	Enterprise Resources Planning System. A software Used to man activities, such as attendance, sharing of study material, Data Management, E Learning.
7.	Research Cell/Staff Academy Cell	A Cell that takes initiative for professional development and Research providing expert inputs on need based Research areas.
8.	Elite Club	A Cell is working for the development of Students academic achieve inputs of University Gold Medallist or Ranker students.
9.	Mentorship	A well defined system that distributes, guides, counsel mentees for ac and professional goals and also Long Term and Short Term Goals.
10.	Competitive Exam Cell	The purpose of this Cell is to guide students for various competitive CTET, NET, SLET. Also this cell organizes Free Sessions and W students and Society at Large.
11.	Literary Activities Cell/ Readers' Club	A Cell that has been established to develop students Emotional, Spi Cognitive Domain. Make student teacher well aware about need an society culture.
12.	E-Bulletin	Every Month, Library publishes E Bulletin which is a Compilation of Activities and Staff and Student Achievements. It is a mirror of happenings.

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

5. CONCLUSION

Additional Information :

Ashoka Education Foundation's, Ashoka College of Education is a college at Nashik, Maharashtra. It is ISO certified 9001:2015 Certified Minority Institute which affiliated to Savitribai Phule Pune University, Pune and is recognized by National Council of Teacher Education (N.C.T.E.) and Govt. of Maharashtra. The institute was established in 2008. It is first college who get affiliation from Savitribai Phule Pune University, Pune for B.A.B.Ed and B.Sc.B.Ed. courses. Following are key features of Ashoka College of Education

ACE Features:

- Legacy of Gold Medallists
- 100% Placement Assurance.
- Various activity under QAG Cell.
- Holistic Development Program.
- Research Cell for Students.
- Disciplined Environment in Campus.
- Expert and Well Qualified Teachers.
- Elite & Remedial Club for Academic Excellence.
- Ashoka Mentorship Program for Employability Enhancement of Students.
- Scholarship for Economically Weaker Meritorious Students.
- Interactive and Innovative Method Based Teaching and Learning.
- Social project (NSS), Cultural, Sports Events and Support for Curricular and Extra Curricular Participation at various Levels.
- Best Infrastructural Facilities

Concluding Remarks :

Ashoka College of Education is offering 4 years Integrated B.A.B.Ed & B.Sc.B.Ed. courses. It is first college who get affiliation from Savitribai Phule Pune University, Pune for B.A.B.Ed and B.Sc.B.Ed. courses. It has completed 14 years of service in Education sector. ACE is known to provide the best of facilities for its students. It is blessed with a conducive environment keeping in mind the need of the present with a futuristic outlook.

In ACE students are offered Academic Flexibility in selecting Specialisation disciplines such as Chemistry, Physics, Botany, Zoology, Mathematics, Geography, and English. We always focus on overall development of students. College conducts various activities for career & personal development which includes Orientation on B.Sc.B.Ed. & B.A.B.Ed Entrance Exam, Mentoring, Research paper competition, Avishkar, Ashoka Mentorship Program, online assessment of learning etc.to support the student.

Teachers in ACE adopts multiple modes of teaching to cater needs of students like experimental learning, Participative learning, group methods, cooperative strategy, Seminar method, Flipped Classroom, Team Teaching, Blended Learning, Peer Group-Practicum etc. for honouring student's diversity heterogeneous groups are formed in classroom. ACE always promotes research among its faculty members and students. The college has created a research culture that encourages and motivates faculty members and students to engage in

research activities.

Ashoka College of Education has excellent physical infrastructure facilities as per the norms of statutory bodies and curriculum requirements and it concerned about values and social responsibilities in its regular activities. The institution display sensitivity towards environmental issue by adopting environmental friendly practices like Tree Plantation, Waste & Water management, use of renewable energy, energy audit, & Use of ERP software for paperless office. At the community level the institution has conducted clean-up drive, tree plantation, anti-plastic drive etc.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** 1. **Website of the Institution** 2. **Prospectus** 3. **Student induction programme** 4. **Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per given supporting documents, documents related to the website and prospectus are not provided.
1.2.2	**Average Number of Value-added courses offered during the last five years** 1.2.2.1. **Number of Value – added courses offered during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>02</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>01</td></tr></table>
1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years** 1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>129</td></tr></table> Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	72

Remark : Input edited as per above metric, considering only the one value added course, (POISE)

1.2.4	**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through** 1. **Provision in the Time Table** 2. **Facilities in the Library** 3. **Computer lab facilities** 4. **Academic Advice/Guidance** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : By mistake this clarification ask by DVV, there are no supporting documents regarding this metric.
1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed Remark : As per given clarification documents, only the feedback collected and analyzed data is provided.
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**

2.1.2.1. **Number of students enrolled from the reserved categories during last five years..**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	12	9	25	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	5	11	18

Remark : Input edited as per 1.3 Extended profile. Because the seats filled not more than the seats-earmarks

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	04	01	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	04	01	00	00

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

1.   **Mentoring / Academic Counselling**

2.   **Peer Feedback / Tutoring**

3.   **Remedial Learning Engagement**

4.   **Learning Enhancement / Enrichment inputs**

5.   **Collaborative tasks**

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

7.   **Multilingual interactions and inputs**

Answer before DVV Verification : B. Any 4 of the above
Answer After DVV Verification: E. Any 1 or none of the above
Remark : AS per supporting documents input is consider.

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

2.2.4.1. Number of mentors in the Institution
Answer before DVV Verification : 17
Answer after DVV Verification: 6

Remark : AS per full time teachers list in E.P there are 6 full time teachers for latest year. Full time teacher should be a mentor.

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

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

Answer before DVV Verification : 242
Answer after DVV Verification: 00

Remark : The list provided are not on mobile based learning or online material. There is no list of students provided who used the same.

2.3.6	**Institution provides exposure to students about recent developments in the field of education through** 1. **Special lectures by experts** 2. **'Book reading' & discussion on it** 3. **Discussion on recent policies & regulations** 4. **Teacher presented seminars for benefit of teachers & students** 5. **Use of media for various aspects of education** 6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Given documents not matched the with this metric.
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Input edited as per given supporting documents. no evidence for 1,2,3, 4, 8 and 9
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain**

significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Answer before DVV Verification : B. Any 6 or 7 of the above
Answer After DVV Verification: E. Any 1 or none of the above
Remark : No any supporting documents are provided by HEI to made a claim

2.4.3	**Competency of effective communication is developed in students through several activities such as** 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : AS per supporting documents input is edited.
2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses** 1. **Teacher made written tests essentially based on subject content** 2. **Observation modes for individual and group activities** 3. **Performance tests** 4. **Oral assessment** 5. **Rating Scales**

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : Input is edited as no evidence provided for option 4 & 5
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through** 1. **Planning and scheduling academic, cultural and sports events in school** 2. **Planning and execution of community related events** 3. **Building teams and helping them to participate** 4. **Involvement in preparatory arrangements** 5. **Executing/conducting the event** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : Input edited as all the evidences provided are indoor activity and celebrations, which are not related to this metric.
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include** 1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : By mistake it is said to HEI, but the as per given documents option 1 is only selected.
2.7.2	**Average pass percentage of students during the last five years** 2.7.2.1. **Total number of students who passed the university examination during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
76	132	76	78	52 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
67	132	76	78	52	 Remark : Input edited as per given supporting documents.

3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**
	1.Seed money for doctoral studies / research projects
	2. Granting study leave for research field work
	3. Undertaking appraisals of institutional functioning and documentation
	4. Facilitating research by providing organizational supports
	5. Organizing research circle / internal seminar / interactive session on research
	Answer before DVV Verification : B. Any 3 of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : Only option 2 and 4 is selected as per given documents.
3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**
	3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	9	18	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

Remark : Input edited as per given supporting documents.

3.2.2	**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**
	3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	20	3	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

2	0	5	0	0

Remark : Input edited as per given supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
242	346	358	405	384

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	0	0	0	0

Remark : As HEI provided a same data as above metric.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	01	02	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

Remark : Input edited as per data template, considering only the Guinness awards.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

| 85.72 | 85.08 | 96.17 | 13.50 | 20.04 |

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Claims made without audited Income Expenditure statements not to be considered.

4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.90	0.139	1.02	1.48	0.55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Claims made without audited Income Expenditure statements not to be considered.

4.2.6	**Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways** 1. **Relevant educational documents are obtained on a regular basis** 2. **Documents are made available from other libraries on loan** 3. **Documents are obtained as and when teachers recommend** 4. **Documents are obtained as gifts to College** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above

4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)** 4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6.14	3.14	6.91	1.00	0.64

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Claims made without audited Income Expenditure statements not to be considered.

5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development** 6. **Online assessment of learning** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : Input edited as the document provided is irrelavant to the claims made
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : C. Any 6 of the above Answer After DVV Verification: D. Any 5 of the above
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of**

	student grievances to teachers and students 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.1.4	**Institution provides additional support to needy students in several ways such as:** 1. **Monetary help from external sources such as banks** 2. **Outside accommodation on reasonable rent on shared or individual basis** 3. **Dean student welfare is appointed and takes care of student welfare** 4. **Placement Officer is appointed and takes care of the Placement Cell** 5. **Concession in tuition fees/hostel fees** 6. **Group insurance (Health/Accident)** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as proof for 2,3,4,5,6 not provided, by mistake clarification response from DVV.
5.2.2	**Percentage of student progression to higher education during the last completed academic year** 5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.** Answer before DVV Verification : 22 Answer after DVV Verification: 20 5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.** Answer before DVV Verification : 00 5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.** Answer before DVV Verification : 00
5.2.3	**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)** 5.2.3.1. **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>14</td><td>1</td><td>4</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>

| 07 | 2 | 0 | 0 | 0 |

Remark : Input edited as per given certificates, excluding the repeated certificates.

| 5.3.2 | **Average number of sports and cultural events organized at the institution during the last five years**

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

Answer before DVV Verification:

Answer After DVV Verification :

Remark : Input edited as per given data template, considering only the sports and cultural events. |

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
09	11	11	07	09

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	7	2	4

| 5.4.2 | **Alumni has an active role in the regular institutional functioning such as**

1. **Motivating the freshly enrolled students**

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

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

4. **Support to curriculum delivery**

5. **Student mentoring**

6. **Financial contribution**

7. **Placement advice and support**

Answer before DVV Verification : B. Any 4 or 5 of the above
Answer After DVV Verification: E. None of the above
Remark : Given supporting documents are not relatable with this metric. Hence the input is none of the above. |

| 6.3.2 | **Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	11	15	15	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Without proof of payment on financial support for faculty development, mere name-list of the faculty will not considered.

6.3.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	12	18	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Input edited as given supporting documents are not sufficient to made a claim and the duration of FDP program should be at-least 5 days.

6.3.4

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	11	15	15	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

| 7 | 10 | 13 | 15 | 10 |

Remark : Input edited as teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course not more than the full time teachers.

6.5.3	**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.** 6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
26	6	0	0	0 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0 | Remark : Input edited as HEI not provided evidence of IQAC coordinating the programs claimed. Just list would not suffice to made the claim
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7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of seats sanctioned year wise during the last five years..** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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100	100	100	100	200 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---

| 100 | 100 | 100 | 100 | 200 |

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
242	246	358	405	384

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	70	58	82	169

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	11	15	15	11

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	10	13	16	10

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

3.2	**Number of Computers in the institution for academic purposes..** Answer before DVV Verification : 63 Answer after DVV Verification : 53

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