



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution	
	Ashoka Education Foundation's, Ashoka International Centre for Educational Studies and Research, Nashik.
• Name of the Head of the institution	Dr. Santosh Sudhakar Rukari.
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02532236603
• Mobile No:	9689192670
• Registered e-mail ID (Principal)	principal.aicesr@aef.edu.in
• Alternate Email ID	aicesr@aef.edu.in
• Address	Ashoka Marg, Ashoka Nagar
• City/Town	Wadala Shivar, Nashik.
• State/UT	Maharashtra
• Pin Code	422006
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women

• Location	Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	Shreemati Nathibai Damodar Thackersey Women's University, Mumbai. (SNDT, Women's University, Mumbai.)				
• Name of the IQAC Co-ordinator/Director	Ms. Sarita Verma.				
• Phone No.	9673810986				
• Alternate phone No.(IQAC)	02532236603				
• Mobile (IQAC)	8850857426				
• IQAC e-mail address	saritav.aicser@aef.edu.in				
• Alternate e-mail address (IQAC)	aicesr@rediffmail.com				
3.Website address	https://www.aef.edu.in/aicesr/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.aef.edu.in/aicesr/up-images/downloads/upFile_0-aqar-201920-6274e4d4eac15.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.aef.edu.in/aicesr/up-images/downloads/upFile_0-fybed-academic-calender-202122-6220432e2bcf0.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.57	2017	02/05/2017	01/05/2022
6.Date of Establishment of IQAC			25/05/2012		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	NA	NA	Nil	00
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		4		
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> • If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<p>1. Organized International Webinar on Future & Prospects of Higher Education after lock down. 2. Organized National Webinar on Life Skills. 3. Organized Free B.Ed. CET and ELCT crash course. 4. Organized Personality Development Course in Collaboration with Nandi Foundation and Mahindra Pride Class room. 5. National Webinar on Education in New Normal</p>				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
<p>Involvement of faculty & Students in Educational Research.</p>	<p>7 Research Projects were prepared by the students with faculty under the student research cell.</p>
<p>Increasing percentage of Employability</p>	<p>College has designed Special Students Development Programme for increasing percentage of employability of the student teachers due to that 70 % students are placed in Various reputed English Medium Schools.</p>
<p>Special Initiative taken for increasing percentage of CTET, TET, NET,SET and UPSC and MPSC Examination result.</p>	<p>16 students of second year B.Ed. qualified CTET, 8 Alumni qualified TET, 1 student qualified SET in English & 1 student qualified UPSC (RBI), LIC PO through MPSC.</p>
<p>Conduction of online Examination</p>	<p>College has conducted online internal examination very effectively in the situation of Pandemic for improving students academic performance it helped students to perform effectively in University examination.</p>
<p>Effective Teaching & Learning Process</p>	<p>Well Planned and Executed academic calendar for improving students' performance in academic, curricular & co-curricular activities. Institute has received 100% result with 100% first class in University Examination.</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
College Development Committee	04/03/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	31/01/2022

Extended Profile

2.Student

2.1	150
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	200
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	0
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	65
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	65
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	82
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

4. Institution

4.1	24.42
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	64
Total number of computers on campus for academic purposes	

5. Teacher

5.1	11
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	12
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Ashoka International Centre for Educational Studies and Research

being a Teacher Education Institute affiliated to S.N.D.T Women's University follows the curriculum prescribed by the S.N.D.T. Women's University, Mumbai. On the basis of commencement date of University Academic Calendar is prepared with complete planning. It is approved by management and shared with Educators, Admin, and librarian also to students. Planning and distribution of various committees are revised as per need like Admission, Promotion, Examination, Training and Placements. Various activities are planned in Academic Calendar and for each activity proposal, plan of action, agenda is created for smooth functioning of activities. Also after conduction of activities feedback is taken from students for improvements and activity report is prepared. College main focus is on the execution of curriculum. Due to Covid -19, Pandemic situation online lectures were planned. Practice teaching and Internship were revised and conducted through online mode. As per course assignments, educational visits were planned at nearby local area. Students, Alumni and stakeholders' feedback were taken for reviewing curriculum. As per that feedback received Principal's Talk, Employability enhancement Cell, Competitive exam cell, Elite and Ready to Fly Cell were formed. As per SWOC analysis training and placement calendar is formed and is followed accordingly.

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

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

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.aef.edu.in/aicesr/up-images/downloads/upFile_0-programoutcomesof-aicesr-60f7a82f0dc3a.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

11

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	https://www.aef.edu.in/aicesr/up-images/downloads/upFile_0-academic-calendar-sem-iv-202021-60dd7a0e8953b.pdf
Any other relevant information	https://www.aef.edu.in/aicesr/up-images/downloads/upFile_0-university-result-for-the-batch-20192021-61b31bb0ee76d.pdf

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

03

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

03

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

133

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

the year

133

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

One of the above

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

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

01

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

01

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

1.3 - Curriculum Enrichment

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

Teacher Education is a programme is related to the development teacher proficiency and competence that would enable and empower the teacher to meet the requirements and to face the challenges. It provides training and practice in the different technique, approaches and strategies that help teacher to plan impart instruction. It provides opportunities to student to learn skills of teacher education. In the curriculum of B.Ed. course integrated lessons creating student teacher to use all micro skills together for enhancing ability of teaching. It includes effective classroom management skill, preparation and use of instructional material and communication skills. As per SWOT analysis of students' expert's sessions are organised for their professional development. The curriculum college add value education course, self-study and skill based courses for developing students' abilities. In order to groom their personality college also offers personality development program in collaboration of Mahindra Pride. College also conduct workshop on CTET, TET, NET, SET guidance sessions under competitive exam cell. Remedial and revision classes, Elite club work for students' development. To cater to the needs of the student's college have a very strong mentoring program. In House and Inter collegiate competitions. Thus, curriculum considers cognitive, affective and psychomotor development of the students.

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

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

Ashoka International Centre For Educational Studies and Research, Nashik 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 organised principal's talks it also 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 and their functioning. College organised alumni interaction those are teaching in Indian as well as abroad school to know the culture, functioning of various boards, their teaching strategies, assessment system, and norms standards .It helps students to develop professional skills.

Our curriculum also includes one of the best practices i.e. Reflective assemblies that provide a platform to celebrate different festivals, to know about culture and develop their value system. Through Enhancing professional capabilities (EPC) exhibition on the culture of different states of India and countries were organised to know their tradition, climate, food education etc. As per norms and standards admission is given to students of different states of India. International & National webinars participate to know about the education system about different countries for international and comparative perspectives.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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, case study of student, school management and visit to historical, geographical etc. places and writing report on it where student involve actively. Total 7 Enhancing professional capabilities (EPC) and Engagement with field (EWF) i.e. internship gives 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.

Ashoka believing holistic development of Child the institute provides more focus on co-curricular, extracurricular activities Free CTET, TET classes, Elite & Remedial club, Readers club, Mentorship, AISC etc. NSS activities like Avhan, Prerna, Leadership camp. Extension activities like visit to old age home, donation activities increase interconnectedness with society.

Online guest lectures, expert's session, Principal's talk, competitive exam sessions, Gold medallist student's session make them ready for the professional field.

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

1.4 - Feedback System

<p>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</p>	<p>All of the above</p>
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

<p>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p>	<p>Feedback collected, analyzed, action taken and available on website</p>
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

82

2.1.1.1 - Number of students enrolled during the year

82

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File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

7

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

7

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

At Ashoka, we believe in all round development of the students. To make students comfortable with Ashoka culture, we organise different orientation programs. We want to make them live life effectively and for that a National Seminar on Life Skills was conducted on 22nd September 2021.

We believe to strengthen their strengths and overcome their weaknesses. An orientation on SWOT was planned on 3rd April, 2020 to make them understand how to identify strengths and weaknesses.

In this pandemic situation in fact it was more essential to develop their strengths and to overcome their weakness thus a google form was distributed which was further analysed and a plan of Training and Development called S.D.P (Student Development Program) was prepared and was executed effectively.

Expert speakers were called from different fields who spoke on different topics like for Dr. Smriti Malhotra who delivered a session on Emotional Intelligence on 3rd May, 2021.

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.

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

<p>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

<p>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</p>	<p>All of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:22

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

Being an education college, our focus is on using different methods and approaches in teaching- learning process. We prepare micro plans where we mention all the methods and approaches used for teaching and learning process like flipped classroom, Project based learning, online and blended learning, co- operative strategy, constructivism, seminars, team teaching, group discussions, storytelling, online mode etc.

There are number of reasons for using variety of methods and approaches in teaching- learning process and they are-

1. It helps to cater the needs of all the students. Like we can reach to visual, auditory and kinesthetic learners.
2. We also develop self-study habit with the help of use of flipped classroom.
3. We use project based learning to develop critical thinking approach among the students.
4. In pandemic situation we have used online teaching learning method to continue with the teaching and learning process.
5. Team teaching and Group Discussions, co-operative strategies help to develop team building among the students.
6. With the help of seminar method, we develop confidence and self-study attitude among the students.

Constructivism, Storytelling helps to develop creativity among the students. It also helps the students to develop their divergent thinking

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	aef.academiaerp.com
Any other relevant information	View File

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

140

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	aef.academiaerp.com
Any other relevant information	View File

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

Mentoring is the heart of our educational institution. It starts with right from the admission process. Every teacher is allotted with mentees for mentees overall development.

Weekly mentoring meetings are conducted. Mentees are guided by mentor for their cognitive, affective and psychomotor development.

Mentor guides mentees for all kind of practicum completion.

Mentor like mother figure guide them to manage their stress levels. Mentor also give individual attention to mentees to deal with their diversity. During mentoring session focus is given to understand mentees strengths, weaknesses, difficulties, challenges, attendance, practicum completion, goals and mentor further guide the mentees towards reaching to the solution.

Mentor also inform mentees to participate at different competitions, webinars, seminars to keep them updated with education and life. A record of students' achievements, mentor wise is maintained in the e- bulletin that motivates mentees.

Mentor tries to develop Research Aptitude in Mentees. For this purpose, the mentor guides Compulsory Research Practicum as well as the mentor motivates mentees to participate in DISHA Research Cell.

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

At AICESR, our aim is holistic development of students. We want to nurture students' creativity, innovations, intellectual and thinking skills, empathy, life skills as we strongly believe that education is change in behaviour.

Out of all the programs that we do for students under different clubs, I would like to highlight her S.D.P and P.D.P. S.D.P stands for Student Development Program and P.D.P stands for Personality development Program.

Student Development Program- The beginning of this cell starts with orientation and it continues with SWOT i.e. Strengths, Weaknesses, Opportunities and Threats identification. On the basis of SWOT, students are provided with trainings. Under this cell different experts are invited to help students to strengthen their strengths and overcome their weaknesses.

Personality Development Program- To groom students' personality we have a collaboration with Naandi Foundation and Mahindra Pride Classroom. Under this cell we have provided trainings on life skills, soft skills, communication skills, creativity and team work, interviewing skills etc. These trainings were provided for 40 hours and its effectiveness was checked by the experts.

The outcome of both the programs is visible in the form of good placement of our students.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching

Seven/Eight of the above

**Competencies Assessment of Learning
Technology Use and Integration Organizing
Field Visits Conducting Outreach/ Out of
Classroom Activities Community Engagement
Facilitating Inclusive Education Preparing
Individualized Educational Plan(IEP)**

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

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

Eight /Nine of the above

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

<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

<p>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

College focuses on preparing students to be ready for internship program. To make students ready for internship program a detailed orientation is planned. Internship Orientation for semester 1 was planned on 12/02/2020, for semester 2 it was planned on 29/01/2021 and semester 3 was planned on 23/2/2021.

Along with the internship orientation, orientation of lesson plans with demo, Objective & Specification Workshop, Orientation of Values, Core Elements & Life skills, Code of conduct, detailed orientation on block teaching, Revision lesson, unit tests, attendance analysis, conducting assembly, how to conduct interviews of different heads at school are orientated in details by all the

faculty members. Basically the detailed orientations prepare students to face internship effectively.

Before the actual beginning of the internship, respective teacher educator makes a visit with an official letter to orient school principal/ teacher about the internship program. On the very first day of internship respective teacher educator goes along with students to create a healthy atmosphere. Students are also taken for a visit to the school premises to make them comfortable with the new surroundings. A detailed plan is prepared with the student representative with respect to lesson execution.

Due care is taken for effective internship.

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

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

2.4.9.1 - Number of final year students during the academic year

68

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

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

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

Practicum is heart of B.Ed. program. In practicum, internship program plays important role. Due care is taken for effective monitoring mechanism of internship programme.

Before the beginning of the internship program, code of conduct is oriented to the students which includes all Do's and Don'ts. Right from warning of I- card to uniform to reaching schools on time, everything is communicated to the students.

During internship programme, all students are divided in different schools with a guide teacher. This guide teacher orients students to the school culture, also arranges for an interaction with school authorities who also direct them for effective academic grooming. Guide teacher also guides students from preparation of lesson plan to approval of it to its effective execution.

Guide teacher also appoints a leader and a co- leader. Attendance is maintained on daily basis and is shared with authorities.

The lessons are observed by teacher educators of the college and school and a detailed feedback orally and in writing is given to the students for their better improvement.

Students are also suggested to observe school records, observe senior teacher lessons and to take seal and signature of all concerned authorities at the end of internship.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	Three of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Five of the above
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File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality
2.5.1 - Number of fulltime teachers against sanctioned posts during the year

11

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

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

3

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

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

11

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

10

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

Teachers at AICESR takes number of efforts to keep themselves

updated. Teachers participate in different webinars, seminars, workshops to upgrade their knowledge. Teachers also undertake different research topics and publish them in different journals. Teachers also present papers at different seminars, workshops and conferences at state, national and international levels.

Teachers also participate at different MOOC Courses to upgrade their knowledge. Orientation courses, Short term course, Refresher Course also are done by few of the teachers. There are different Faculty Development Programs that are arranged by our Parent Institute Ashoka Education Foundation and faculty members participate in it wholeheartedly. There is special cell Great Teacher Characteristics Cell which organises different activities through peer learning to upgrade teachers' knowledge. Research Cell is one more cell that organises different research related expert sessions to help teachers upgrade their knowledge.

Different books, journals are available with library. Teachers are motivated to read different books and journals to keep themselves upgraded.

Teachers also write books and chapters to upgrade and share their knowledge. Teachers are also motivated to design courses like a teacher has designed Resilience course which was implemented for B.Ed. students.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

At AICESR there is an independent process for concurrent evaluation of the students under ISO 9001:2015.

Through orientation programs academic calendar, syllabus, evaluation processes are oriented to all the students. Internal Examination committee is formulated to control and measure the efficiency of Concurrent Evaluation Process.

The schedule of internal and university examinations is displayed on

the notice board. Academic calendar consists of the Prelim Exam, it is shared with students and displayed on notice boards.

The reforms initiated in continuous internal evaluation includes seminars, prelim examination, guest lectures, elite group, remedial groups, motivational sessions by mentors and mechanism of feedback after every evaluation.

College conducts extra efforts beyond the curriculum for concurrent evaluation in the form of tutorial exam, midterm, prelim exam.

Seminars make students' researchers, develops self-study attitude.

For Elite students special practice tests are also arranged. Different guest lectures are conducted to boost students' performance.

Students are evaluated on the basis of assignment; they are oriented in detail on how they can write creative assignments.

Remedial Teaching, Revision sessions and university paper solving sessions for better performance in the examination are also conducted.

Parents/ guardians Meet too are arranged to update them about students' performance.

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

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

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

College has established examination and evaluation committee as per the guidelines provided by S.N.D.T Women's University, Mumbai.

At Ashoka International Centre for Educational Studies and Research, we have some independent committees to look after examination related work. One committee is appointed to look after concurrent evaluation and the other to look after University examination related work.

To minimize the grievances, college focuses on strong planning, examination dates are communicated well in advance to the students. Students are also communicated about time duration, model answers, nature of test in advance. Students are also provided with feedback for their improvement.

We have exam superintended who is head of Exam Cell. Exam superintended is looking after the grievance with the support of examination and evaluation committee. If the grievances are major, then the grievances are forwarded to coordinator and principal.

Incase there are grievances which needs to be solved in consultation with the university authorities then Exam superintended contacts with the university authorities to solve the grievance. Thus there is a smooth funtioning due to pre- designed process under ISO 9001:2017.

Exam Cell is running smoothly in good coordination with students, college authorities and university authorities.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

Academic calendar is prepared by Principal, Course coordinator taking into consideration opinion from students and teachers. It is then approved by management. Suggestions from students, teachers and management are taken into consideration for the development and wellbeing of students.

It includes details of semester/year beginning, curricular, co-curricular and extra-curricular activities. It also includes information with respect to exam dates, guest lectures dates, annual social gathering date, syllabus completion.

Academic calendar is given to all the students and staff before the session starts. In case of any change in the academic calendar, it is discussed in a meeting and then is communicated to the concerned stakeholders.

As per the academic calendar, time table is prepared which includes in details of internal exam, remedial teaching, revision, feedback sessions, guest lectures, Parent Teacher Meet etc. With respect to internal examination, dates of prelim examination, syllabus completion date is mentioned and it is followed. Even syllabus completion date is mentioned in the academic calendar and is followed by monthly reviews in the monthly report.

Before prelim exam and term end exam, sessions with respect to University paper solving is also conducted.

2.7 - Student Performance and Learning Outcomes

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

Being teacher education college, teaching- learning is one of the important component. We have a independent process for teaching and learning. Due care is taken in the planning and execution of the planning.

First step is preparation of Micro Plan. Micro plan reflects the overall planning of a teacher for his/her subject. It includes main topic, session number, sub- topic, methodology, COPO and quality policy.

These micro plans are shared with students' right in the beginning of the academic year.

PLOs are already defined by the university. They are also mentioned on college website. CLOs are also mentioned subject-wise. A correct alignment of that is done by each educator subject- wise and topic-wise. Further PLO and CLO are also matched with Quality Policy of the institute. Thus every subject, every topic has an alignment of CLOs and PLOs as well as quality policy. PLOs remain the same for every subject as they are uniform Program Outcomes stated by university and CLOs keeps on changing from course to course i.e. from subject to subject. COPO mapping matrix is prepared with each educator and is part of micro plan. All the micro plans are approved by coordinator as well as principal.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

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 is done. 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.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

68

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

Right in the initial stage, students' academic scores of previous examinations are recorded. Students who have high scores are clubbed in Elite Group and students who have less scores are clubbed together in Remedial Group. These two groups work in strong connections with mentor and subject teachers.

Elite Group Students are motivated to excel in examination. They are given special tests for practice purpose. In the pandemic situation they were given google forms to practice more MCQ's, from 4th February to 21st February, 2021 each subject MCQ test was conducted for them. Special interactions were planned for Elite Club students with the previous year topper on 29th September, 2020. Session on time management was organised on 8th January, 2021.

For Remedial Group Students different sessions and interactions are

arranged like session on Stress Management was organised on 11th December, 2020. Another session on study techniques was conducted on 26th May, 2021.

Also a combination of Ppt, videos, examples, interactive discussions help to cater to all kind of learners.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

NIL

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

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

0

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

<p>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

<p>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</p>	<p>Two of the above</p>
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

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

21

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

33

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

3.3 - Outreach Activities

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

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

11

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

130

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

130

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

130

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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

Our College is the Teacher Education College and which has its mission to serve community. The 3 Pillars of Higher Education are considered to be

1. Academics
2. Research
3. Extension.

Extension Activity which functions for not only bridging the gap among learner and society but also to help needy people and develop a sense of social and civic responsibility. Extension activities of

an Institute provide a link between the Institute and the community. We are performing the extension activities at-

- Aadharshram Orphanage
- Radha Keshav Old Age Home
- Rachna Trust Tribal Girls' Hostel

Through using different techniques such as recreational activities, interactive and participatory programmes, group discussion, street play, skit, we are trying to create awareness among society about their rights, access to information, opportunities, women education, environment awareness, etc.

Our extension program is based upon the basic objective of strengthening human values to help individuals and families.

- Visit to Vikas Mati Mand Mulanchi Shala to make students aware of educational needs of Special Children.
- Distribution of Clothes at Aadharashram Tryambakeshwar
- Every year, our students and Staff Distribute Diwali Faral to Tribal Children through Ramkrishna Mission.
- Distribution of grains and masks in the COVID Pandemic Situation by NSS Students.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

21

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year	
10	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
10	
File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
16	
File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	All of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Our college is one of the multifaceted institutes of the Ashoka Education Foundation. The infrastructure of the institution is well-maintained.

Class Rooms

13 ICT enabled classrooms with LCD and Internet facilities and seating capacity of 50 students. As per the NCTE norms classrooms are spacious, well ventilated and decorated with colours and curtains.

Library

The college has a well-equipped library with 5240 books & reference books, 23 dictionaries, 27 encyclopedias, 99 CD & DVD's, 11 journals, 14 online journals, 200 E-books, 6 e-resources & 13 e-newspapers and reading room of 50 students capacity.

Science Lab & Curriculum Lab

Science lab is on sharing basis with school and curriculum lab with required facilities. The Science lab is utilized for a practical purpose.

Sports Facility

College has playground and equipment's to play various games and

sports. Equipment available such as carom board, basketball, holey ball, cricket kit, badminton, shooting range etc.

Computer Lab

26 computers with a Wi-Fi, Internet facility, equipped with latest Configuration Desktops and software. Computer lab has also on sharing basis with school.

The Multipurpose Hall and Conference Room

For conducting various seminars, workshops, conferences and other co-curricular activities of the institute with 250 capacities

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

13

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.aef.edu.in/aicesr/pages/about-infrastructure
Any other relevant information	View File

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

14.24

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

The college has well established library and there is an Open Access Catalogue for students and staff. The reading room is well furnished to accommodate students at a time and provides conducive environment for study. Exclusive reference section is available in the library. A visitor's book is maintained for students and staff. Web OPAC (Online Public Access Catalogue) facility is made available through ERP Library Management Software to know the bibliographical details about the collection. ERP systems integrate internal and external management information across an entire organization, embracing Library Management including, Books transactions, periodical entry, web OPAC etc. ERP systems automate this activity with an integrated software application. Security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users. Visitors are also required to sign noting the time of entry and exit. CCTV cameras are installed in the library for strict surveillance. We also provide access to various open free online platforms to our students as well as SNDT Women's University Mumbai has provided open access facility for our teachers and students.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.aef.edu.in/aicesr/pages/library
Any other relevant information	View File

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

The College has Library management system which is functioning through ERP software to manage manual functions of a library. All documents are maintained systematically and electronically due to ERP software. The software helps to manage the entire library operations from maintaining book records to issue a book. So, it is easier to search for books and find the required resources for staff, students and the librarian. Teachers had provided with login ID & passwords for easy transactions of resources available in Library. Through this Library management system, it is very feasible to access resources from remote sites. Students are also provided with Login ID and password to search, issue and access books through Software. Library has sensitized its stakeholder by conducting awareness events with reference to library automation and digitization such as Remote Access Awareness Programme. We have access to remote through Inflibnet for all users for Research work and for preparation of learning resources. We have also provided information of free available E-Resources to teachers and students mainly of Shodhganga, LSE Theses Online, NDL etc.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

0.25

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

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

98

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://ashoka.academiaerp.com/academia/@2F1axuWdu9b@2BMucenxtezkVAbG4AGCLPZ7xZUYOW9wpKKzbyBsGWooEK4jYglQbt4UoJ7vE73gSA@3D.etc
Any other relevant information	View File

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

One of the above

obtained as and when teachers recommend Documents are obtained as gifts to College

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

The Institution has a computer lab with a Wi-Fi Internet facility for data entry and analysis document generation, research publications; internet access and information sharing. Teachers make use of ICT facilities for curriculum transaction and research purposes. Students are also allowed to use computer/ ICT lab for their project work and to explore knowledge beyond the curriculum. The college has well equipped ICT & Curriculum lab which serves as a safe place for sufficient LCD projector, smart board, laptop, maps, globes, instructional materials, mike system, TV, audiotapes, video clips, slides, scanner, display board, speakers, printers, stopwatch etc. as part of latest teaching aids for students. CCTV cameras installed in all the rooms and all spaces in and around the campus facility. While in some classes smart boards are installed, College is a complete Wi-Fi zone supporting the techno-savvy environment for the better functioning of the institute. It makes both the teachers and students engage in modern educational technology curriculum and pedagogy. The computer lab is used for conducting Practicum's for the student teachers, reference work and research project. Apart from it, the lab is also made available for online form filling for the B.Ed. CET Exam.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

1:3

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/channel/UCxrImcDfA6dWnTwMKXiMN3w/videos
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.slideshare.net/dnyanvidya/basik-skills-of-english-language?qid=68c678e4-8f55-492d-a887-342881354c21&v=&b=&from_search=4 https://www.blogger.com/u/1/blog/post/edit/6712090361309855507/7598517051013347565 https://www.blogger.com/u/1/blog/post/edit/6712090361309855507/1601945430113672580 https://classroom.google.com/c/NTQwNzMyOTg1OTla
Any other relevant information	View File

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

4.42

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

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

Our institution is under ISO 9001: 2015 certification, processes were structured according to the NAAC Criteria. Three separate processes are given; Academic Process (21), Library Process (22-29) and Admin Process (30-31).

Library

Library records are verified through library audit. In the audit Purchase and Receipt of Library, purchase and receipt of Library Periodicals, E-Journals Subscription, Library Membership, Library Book Circulation, Book Preservation, Stock verification and Collection of rare Books/Manuscript /Student Project reports are verified at every audit.

Science Laboratory, Curriculum Lab

The Science lab is utilized for a practical purpose; students are using movable types of equipment in an Internship school. History, Geography and Maths lab also utilized with the school on sharing basis.

Sports Facility

All records of sports are maintained in register by sport teacher.

Computer Lab

All computer record is well maintained through ERP software.

Class Rooms

Our college has 13 ICT enabled classrooms with LCD and Internet facilities. The maintenance of building classroom and other facility are being done by Institute itself. The Audit of infrastructure is conducted every year through ISO 9001:2015 under the observance of the Administrator of the Institution.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.aef.edu.in/aicesr/pages/about-infrastructure
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

<p>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	<p>Nine or more of the above</p>
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

<p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</p>	<p>A. All of the above</p>
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

<p>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of</p>	<p>Four of the above</p>
--	--------------------------

student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
33	68

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

36

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

27

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

Objectives of Student Council:

1. To facilitate students to learn about the democratic process, civic responsibility, leadership, problem solving, and teamwork.
2. To provide a platform to councils participate to in the planning of college events.
3. To enable to assist administration with various events.
4. To put forth ideas, requests, and feedback to the meetings in a democratic manner.

Working of Student Council-

1. They work in close association with the faculty in charge and principal.

2. All the activities in an academic year are conducted with the help of student council members and other students.
3. Student Council Members are also key members of Academic Committees, such as, Assembly, Internship, Academic Calendar Planning and Practicum Completion.
4. Some of the activities of the student council that cater to the diversity of student teachers are talent's day, cultural celebrations, excursions and picnics, Club Activities, Extension Activity, Placement Drive, Parent Teacher Meet.
5. Student Council plays an important role of leadership during various mandatory activities like Anti Ragging Form Filling.
6. Student Council representative are the members of grievance cell.
7. Student Council are the members of College Development Committee.
8. Suggestion for Academic strengthening.
9. Suggestions for IQAC and CDC
10. NET/SET Workshop

Student Council helps in smooth functioning of the College.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

11

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

The Alumni Association 'Kshitij' at AICESR is registered at the Charity Commissioners' Office. The Date of receipt of Certificate is-7th June, 2019.

Objectives:

1. To build a strong connection between alumni and college.
2. To acquaint the students with the new changes that has happened in the new normal to make them more skilled in the present and future scenario.

The Alumni Association is involved with AICESR through following -

1. Alumni are connected.
2. Alumni are recognized for their outstanding achievement.
3. Alumni are called as Judge/ Chief Guest/Guest of Honour for different events of college.
4. Outstanding alumnus information and their achievements are posted on the college website. They are felicitated for their achievements.
5. Motivation for completing their further education.
6. From the establishment of College, Alumni are connected.

In the year, 2020-21, following activities were carried out by the alumni-

1. National Webinar on 'NEW NORMAL IN EDUCATION' on 25/07/2020.

1350+ Registrations.

2. Webinar on Lockdown Skills for Teachers on 04/09/20.

1. Webinar on Personality Enhancement for Teachers on 19/09/20.

On 10th October A.I.C.E.S.R and Alumni Association 'Kshitij' jointly organized Baton Baton Mein -An Alumni Informal Interaction Event

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

The Alumni Association is involved with student welfare and support through following -

1. Alumni achievers are invited as Judge/ Chief Guest/Guest of Honour for different events of college. Thus act as role model for students and motivate them to work hard.
2. Alumni guide about reference of Library and e resources.
3. Alumni inform us whether there is vacancy in the schools where they are serving.
4. Alumni are connected through social media with teachers and institute and helps for their active involvement if the Institution.
5. Alumni guide our students in the schools for enhancing their practical skills at the time of Practice teaching and internship.
6. Alumni inform us if there is any participative workshop/ seminar/ Competition in the schools where they are serving.
7. Alumni guide our students for increasing ratio of higher education.
8. Alumni guide our students for Competitive exams such as CTET/ NET/SET/TET.
9. Elite Club Students are guided by our Gold Medalist Alumni and Rankers of the University for How to Study well for the exams.
10. Yuva Mahotsav, Tejasvini Competition guidance for the current students by the alumni who had earlier participated in the same competition is arranged.
11. Admission related information is shared with alumni.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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

Mission-The mission of AICESR is 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.

Institute is trying to implement the vision and mission through maintaining quality and excellence in all areas of academics and administration. 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 are conducted for improvisation if required in academics that take place under the guidance of Management and Principal of the institute with the staff for decision making and its implementation. ISO Internal Quality Audit is carried out twice in a year and surveillance audit is conducted once in year by external agencies for inspecting and verifying the decisions taken in meetings for improvement.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Administrative Decentralization: Ashoka International Centre for Educational Studies and Research, Nashik, is following the administrative decentralization like Hon. Chairman Sir, Secretary, Director, Administrator, Principal, Teaching Staff, Non-Teaching Staff, Support Staff. Periodical meetings take place under the guidance of Hon. Chairman Sir, Secretary, Director, Administrator and Principal of the institute.

Academic Decentralization: Institute follow 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. Periodical meetings take place under the guidance of Hon. Chairman Sir, Secretary, Director, Administrator and Principal of the institute. The hierarchy of the institution includes Hon. Chairman- Hon. Secretary-Director AEF, HE, Administrator AEF, Principal, Academic Coordinator- Teaching Staff. Major responsibilities such as I.S.O, I.Q.A.C., and N. S. S. are having different coordinators to ensure proper justice to the duties.

Committees 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, R.T.I. Cell, Magazine Committee, DISHA Research Cell, Competitive Exam Cell and English Enhancement Cell.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

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, institute 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 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 committees are formed wherein all faculty members are supposed to do handle the responsibilities of the committee as in charge. All academic committees work hand in hand and carry out the work successfully.

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

6.2 - Strategy Development and Deployment

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

Two days International Webinar on Future and Prospects of Higher Education after Lockdown was held on 20th and 21st June, 2020. It was organized by Ashoka Education Foundation's Ashoka International Centre for Educational Studies and Research, Nashik.

For this International Webinar we had 4000+ participants across the globe out of which 100 participants were from 20 various countries i.e. Malaysia, USA, Egypt, Singapore, Oman, Belgium, Kuwait, China, Nepal, Sri Lanka, Bangladesh.

Keynote address was delivered by Prof. Dr. Sanjeev Sonawane, Dean, Faculty of Interdisciplinary Studies, Savitribai Phule Pune University, Pune. Sir, the leader, had enlightened us with various aspects with regards to current scenario of education system. Dr. Sandhya Khedekar, Principal, Gokhale Education Society's College of Education, Sangamner on the topic "Techno-savvy Teachers for Future Classroom". Madam has thrown light on education 4.0 that is the fourth. Generation. In these two days of international webinar four sessions were planned.

On the second day, 21st June 2020 International Yoga Day we had a session by and dynamic person Mr Yogi Sakha Holistic Health and Happiness Coach from United States of America. Sir guided us on many aspects such as how mind set is very important and positive attitude in all everything.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.aef.edu.in/aicesr/pages/student-activities
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

1. **Advertisement:** Institute publishes advertisement in reputed

newspapers for recruitment, applications are invited for the posts.

2. Invitation for Interview: As per the norms of NCTE, New Delhi and SNDT Women's University, Mumbai, candidates are called from the received applications. Interviews are conducted by the University expert committee which comprises subject experts, Principal and Management member.
3. All Process, joining letter: Joining letter is issued to the selected candidate. Institute has got highly proficient and fully dedicated faculty members to empower learners for self-exploration. In order to keep faculty members abreast of the latest in the field of education, a number of faculty development programs are organized by the institute.
4. Committees: The Committee work is explained to the new joined candidates. At AICESR, there are different committees for effective functioning. All committees work hand in hand. Institute has prepared many committees like Research Cell for faculty and students, Employability Enhancement Cell, IQAC, Mentoring, Students' Council, Competitive Cell, etc.
5. Policies: Staff welfare policies are implemented for faculty benefits. Induction program is implemented for the new joined candidates by the experienced faculty members. Induction program: policy, vision, mission, work culture, leave policy and other details of the institute are explained to the new joined candidates.

File Description	Documents
Link to organogram on the institutional website	https://www.aef.edu.in/aicesr/pages/about-us
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

At the beginning of the year various Bodies /Cell/Committees are formed for smooth functioning of the college committees 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, R.T.I. Cell, Magazine Committee, DISHA Research Cell, Competitive Exam Cell and English Enhancement Cell. In IQAC meeting, it was decided that to conduct Online classes from 22nd March, 2021. These minutes of meetings are discussed with all faculty members and online classes were started from the decided date. It was decided in the meeting that for placements of the Batch 2019-21 interviews will be conducted online by various schools because of the lockdown. In the meeting which was held on 29.07.2000 Committee distribution and other topics were discussed in presence of faculty members and the same decisions were conveyed to all the faculty members and their signature were taken on the minute meetings. As per the distribution of committees among the faculty members, faculty members start planning of the work and execute it as per plan. Institute follows PDCA Plan, do, check and act.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

Teaching: Teaching and Non-teaching staffs' wards, learning in Ashoka Group of Schools have been given concession in tuition fees. Concession is given in tuition fees to wards of the employees, funding for attending seminars, conferences and workshops, Provident Fund, leave for Examination, Ph. D. Course Work leaves, special leaves such medical emergency, marriage leave, sad demise of family member, Faculty Development Programs, Duty leaves for attending conferences, workshops, seminars, short term courses, refresher courses etc., Birthday Gifts, Diwali Gifts are given every year. Management motivates teaching staff to focus on the short term and long term goals.

Non-teaching: Provident Fund, Admin Development and Support Staff Development Program, Admin day celebration, 1st May International Workers' and Maharashtra Din wherein workers are facilitated by the institution.

Students: The Institute avails many facilities to students like Ashoka Scholarship, Book Bank Facility, Infirmary, Sponsorship for participating in competitions and other Activities, Student Development Programs etc. This year institute has conducted Certificate Program on Personality Development organised by Mahindra Pride Classroom and Naandi Foundation and Employability Enhancement Cell and free training of Competitive Exams, effective support of Admin for receiving different Scholarships of Central and State Government. Institute motivates students for active participation in programmes.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

4

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

8

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

Appraisal System followed very meticulously in AICESR. At Higher Education level Appraisal form is developed. Orientation is given to all the teaching and non-teaching staff regarding the metrics. Each year teaching and non-teaching staff fill the appraisal forms. After submission of the appraisal, teaching and non-teaching staff interacts with the Principal and Management if required otherwise as per policy increment letter is given to teaching and non-teaching staff. And as per the (performance) policy, increment is given to the respective teaching and non-teaching staff. In this academic appraisal matrix there are some important heads such as academic performance (subject result, % of students in distinction and first class), Swot Appraisal(Swot Analysis, Working effectively with others, Self-awareness, Professionalism, Self-Management, Analytical Approach, Social Responsibility and Accountability and Communication Effectively) Teaching Performance(Teaching Effectiveness, Teaching Innovation), Feedback(Student Feedback, Peer Feedback/Gap Analysis), Research Contribution (Research Paper, Publication, Personal and Professional Achievement, Administrative Activity etc. Institute

level appraisal is filled at the end of academic year and self-evaluation is done on the basis of mentioned parameters score is given. Coordinator and Principal verify all the score given by faculties and Principal remarks and score to each metric is processed. It is forwarded to management for approval.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

Audits in Ashoka 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. The institution has computerised its financial management system and all the accounts are managed by the tally software. All the 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. All heads are checked and verified by the firm. The financial documents and receipts are produced for scrutiny and all that is needful regarding the maintenance of accounts is completed within stipulated period of time. Institute examines the balance sheet. Institute obtained all the information and explanations which were necessary for the purposes of the audit. Institute C. A. checked and gave remarks for the proper books of account have been kept by the Head Office, in case of the balance sheet, of the state of affairs of the AICESR, in case of Profit and loss account, of the profit or loss of its accounting year ending on 31st March, 2020.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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

Institute has sharing facility with the school. Institute is mobilizing the funds for the optimal utilization of infrastructure and human recourse of Ashoka Education Foundation such as sharing of playground, security, housekeeping, solar electricity, water facility, classrooms, computer labs, science practical labs etc infrastructure and except it teachers such as sports, art, drama, music are also shared with the school. Expert teachers of the school are invited to college for optimal utilization of resources such as computer teachers, drama teacher etc. Playground and activity rooms are utilized on sharing basis by both school and college. School teachers guide the students of the institute who are interested in art, drama and music.

As per the plan proposed and sanctioned in the budget for the

academic year, resources are utilized. Finance and Accounts are maintained in the Tally Software. The periodic audit is carried out and the reports are prepared. Institute is utilizing the funds for all round development of the school students and college students such as sports facilities. Those expert teachers appointed for school students are also utilized to motivate the college students. Ashoka Universal School and AICESR institute both focus on the institutional strategies for mobilization of funds such as infrastructure.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The institution has active Internal Quality Assurance Cell (IQAC) to frame the policy for the academic and administrative growth of the institution. It plays a major role in designing and maintaining quality assurance within academic systems. Monitoring of all activities is done through IQAC. Under IQAC major events are organized for overall development of Institute. As per need and requirements of the institutes decision are taken for improvement by IQAC in the meetings. AAA is conducted in the institutes for quality enhancement and further improvements. IQAC calendar is prepared and accordingly activity and events planned and activities are conducted accordingly. Effective Teaching & Learning Process and well planned and executed academic calendar for improving students' performance in academic, curricular & co-curricular activities. Institute has received 100% result with 100% first class in University Examination. College has designed Special Students Development Programme for increasing percentage of employability of the student teachers due to that 70 % students are placed in Various reputed English Medium Schools. IQAC organises many activities for the well round development of the students like employability enhancement cell, SDP, Principal's Talk, Competitive Cell, CTET Crash Course, MPSC Sessions etc. Institute has run QAG Cell for the quality enhancement.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

Teaching and Learning- Being a Teacher Education Institute, focus is on continual improvement of Teaching Learning and Evaluation. Following the syllabus prescribed by the University, subjects are distributed in a formal meeting and as per the interest and expertise of the faculty. Immediately after that, Micro Plans are prepared, which considers the lectures for Teaching, revision Session, Assessment Session, Remedial Teaching, University Paper Solving, Extra Topic covered and Topic Identified for Guest Lecture. The micro plans, Handouts and PPT are shared with the students, hard copy in the library. Every faculty maintains a course file which includes micro-plan, Syllabus, question bank, hard copy of the notes and attendance sheet of the students. All the lectures are conducted following Flipped Classroom, cooperative strategies and various teaching methods. Periodic class observation, IQAC meeting, CDC meetings, QAG cells meetings IQAC Calendar, Academic Calendar, mentors reports, beginning and end students feedback, mentoring feedback Our institute is ISO 9001:2015 certified every 4 months, the Internal Quality Audit is carried out once a year, Surveillance Audit is carried out by external agencies. Chartered Accountant gives the certificate. Through Management review meet periodic review of the working of the system is taken and communicated to the management.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting

quality culture during the year

4

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.aef.edu.in/aicesr/pages/naac-igac
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.aef.edu.in/aicesr/pages/aqar
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

1. 5S: AICESR implements incremental improvements achieved within the institution during the year is 5S as far as administrative domain is concerned. 5S are as follows: Sort: Remove what is not needed and keep what is needed, Set in Order: Arrange essential items in order for easy access, Shine: Keep things clean and tidy; no trash or dirt in the workplace, Standardize: Establish standards and guidelines to maintain a clean workplace and Sustain: Make 5S a habit and teach others to adhere to established standards. Benefits of 5S are there to college: pleasant workplace and leads to the better customer satisfaction and higher productivity. 5 zones are identified mainly Principal's Cabin and Admin Office; Staff Room, all Classrooms, Library and Stores etc.
2. SRPS:

SRPS stands for Student Research Project Scheme is implemented from this academic year, core committee is formed and each faculty member is mentor, mentor and mentees are jointly doing the minor research.

SRPS Objectives:

1. To create awareness of research among the student
 2. To make students well acquainted with importance and opportunities involved in the research work.
 3. To inculcate the research culture in institutes and among the students.
-
1. Ph. D. registration of faculty
 2. Conduction of National and International webinar

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

In our college 140 KWp solar-power plant was installed on the college rooftop. It has been operational since April 2018. Due to installation of this plant, the college has saved expenditure on electricity. Every Month 16,182 Units is generated through this plant. We are saving near by Rs17, 67,038 per year on electricity bill. The electricity bill of the college has considerably reduced after the successful operation of the rooftop solar power plant. College has installed 200 LED tube light in campus for the purpose of saving energy. 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. College emphasizes every person to adopt energy conservation measures while using electric power in their day to day activities. Everyone can save energy by taking small steps at home or office by eliminating unnecessary use of light, fan, AC etc for energy consuming equipment. Classrooms are ventilated with high roofs that keep the rooms cool and airy. This reduces the need for air conditioning. Classrooms are well lit with large windows to allow natural light to come in, thereby minimizing the use of electricity.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

1. 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.
2. Waste is segregated in the form of dry and wet waste.
3. The waste which is segregated is then collected by municipal corporation vehicles for proper disposal.
4. Even the furniture which is broken is also converted into reusable.
5. We have newspapers kept in library and after collection of all paper year wise it is sold out to scrap vendor.
6. Organic waste from kitchen is given to Biogas plant.
7. The campus has a small pilot scale composting plant that generates compost culture from the food-waste.
8. NSS unit has conducted a pledge on 'Swatch Bharat Abhiyaan' and also conduct activities on cleanliness.
9. The college also take care of the environment through solid waste management,
10. The Ashoka Education Foundation has centralized facility to collect e-waste from Colleges, housekeeping and disposal.
11. E-wastes such as computers, laptops, scanner, printer etc. If generated are collected centrally & collected by scrap vendor and old monitors and CPUs are repaired and reused.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Two of the above

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

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

1. College has about variety of trees, green lawn on campus that balances the ecosystem of the surrounding area which provides a healthy and peaceful ambience in the college. Green India campaign run by college promotes Tree plantation. Events like tree plantation, Swacha Bharat Abhiyaan are organized regularly under NSS Unit. Students and Educators donates sapling to the college on their birthday
2. 140 KWp solar-power plant is installed on the college rooftop. It has been operational since April 2018. Since the installation of this plant, the college has saving expenditure on electricity. Every Month 16182 Unit is generated through this plant. We are saving Rs17,67,038 per year on electricity bill. This help in use of renewable energy in our college

3. Housekeeping Department works for the cleanliness of campus and policy is designed for cleanliness.
4. Steel utensils are used in the canteen to reduce wet waste, and make environment pollution free.
5. College has installed 200 LED tube light in campus for saving energy.
6. On the occasion of World Earth day poster making presentation was arranged on the topic Save Earth. Environment Day is celebrated by taking a pledge towards growing more number of trees and conserving those trees which helps in reducing pollution.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

Four of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

93.01 Lakh

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

AICESR is always sensitive and emphatic towards social, environmental and community problem. Time to time the college has organized the seminars, webinars and programs touching the issue of environment, society and community. The college is willing to nurture a healthy environment for which different programs like plantation are organized. The college creates a synergy between its community work and outreach platforms such as the NSS, Extension cell and the Holistic development committee.

The NSS volunteers regularly visit Moha village. and interact with the villagers and discuss issues related to health, hygiene and education. The college organises literacy and health and hygiene awareness campaign in this area. The NSS organised a programme to distribute mask to needy people. Awareness for protecting the environment. Due to pandemic situation many activities conduct online for example yoga with family, Making digital posters for awareness of coronvirus-19,Rangoli making, Corona awareness Video by Our NSS Unit etc. . Our students also participate in Harit shapat programme organised by government of Maharashtra. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayati,Rashtriya Ekta Divas every year with great honour and respect.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators

A. All of the above

and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

Best Practice I -Employability Enhancement Cell

Introduction

One of the most important cell is Employability Enhancement Cell This cell plans many students centric activity for make them employable.

- Goals :
- To identify required skills for Employability Enhancement To develop need based SDP Programme.
- To implement SDP for increasing employability skills of

students teacher.

- To organised placement drive.

The Context:

Employability enhancement cell focuses on the enhancement of the employability skills of the students apart from regular academic development.

- The Practice :
- Identification of weak area Preparation and Implementation
Calendar Conduction of Drive

Evidence of Success:

AICESR achieved 100% target of placement.

- Problems Encountered and Resources Required:
 1. Good resource person for training. Support from English Medium School.
- Resources -

Technological Support Seminar Hall

Best Practice II -

- Introduction

Competitive Exam Cell prepare for competitive examinations.

- Goals -

To analyze the need and interest of students about various competitive examinations, create awareness among students about various competitive exams.

- The context-

This cell will provide facilities and resources to all competitive exam aspirants.

- The Practice
- Awareness about various competitive exams Registration. Motivational sessions of achievers of competitive exams.
- Evidence of Success-
- Problems Encountered and Resources Required:

Less Time, Vast curriculum Resources -Expert session

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

Institutional Distinctiveness- Quality Assurance and Guidance Cell (QAG)

Introduction-

The Institution is established in 2008, with the vision-

"Excellence in Education through Need based holistic approach for self exploration and global citizenship without losing the ethos of Indian Culture." In correlation with above Vision Statement, the QAG Cell is established at AICESR.

Objectives -

The QAG of the College is constituted to achieve objectives:

- 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 ensure Efficient & timely work completion.
- To develop academic research cultu

• Working Cells-

Sr. No.

QAG Cell

1.

ISO

1.

Employability Skills

1.

A.I.S.C

1.

Holistic Development

1.

Monthly Report

1.

Great Teachers Characteristics

1.

ERP

1.

Staff Academy

1.

Elite Club

1.

Ready To Fly Club

1.

Readers' Club

1.

Mentorship

1.

Competitive Exam

1.

Literary Activities

1.

E-Bulletin

Benefits of QAG-

The following are the benefits of QAG for AICESR -

1. Best Practices implementation.
2. Internalization of Quality Culture.
3. Better Collaboration of various Departments.
4. Aligned with the Vision of the Institution.
5. Encourages Research and Development.
6. Proper Documentation and Greater Transparency
7. Project-based & Service-based Learning
8. Professional Practices
9. Provides a Global Platform

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